



MAAC COMMUNITY CHARTER SCHOOL

**Charter Renewal Petition
December 2014**

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Introduction

MAAC Community Charter School (MCCS) is a high school of choice and opportunity that is operated by the Metropolitan Area Advisory Committee on Anti-Poverty of San Diego County, Inc. (MAAC), a 501(c)(3) nonprofit public benefit corporation, and is authorized by the Sweetwater Union High School District (SUHSD). MCCS is located in Chula Vista, California and is the only charter high school in the area that targets at-risk students between the ages of 14-20 who have struggled to succeed in large, traditional public schools for a variety of reasons. MCCS also offers a YouthBuild program for students ages 16-24.

SUHSD approved our original charter in 2000 and this is our third petition for charter renewal, which includes the most recent information and updates about MCCS.

MCCS enrolls students five times a year. MCCS is on the quarter system and offers a traditional seat-based program as well as a small Independent Studies program. MCCS also offers a summer session, if funds are available. In our classroom, seat-based program, students take five classes each day: four content courses and one Advisory class. Students are able to complete a total of seventeen credits each school year, and two during summer school. Advisory is a mandatory 35-minute daily class. The role of the advisor is to support student academic and social success. All advisories follow our school-wide curriculum structured around the themes of: MCCS school culture (Quarter 1); College and Career Planning (Quarter 2); Community (Quarter 3); and Personal Growth (Quarter 4).

MCCS' instructional calendar follows the instructional minute requirements prescribed by Education Code section 47612.5, to the extent required by law. MCCS daily start and end time are determined annually, based on school and student needs. For the seat-based program, the school day runs approximately from 8:30 a.m. to 3:30 p.m., with a 35-45 minute lunch. Extra-curricular activities, such as sports and student leadership opportunities, are available beyond the regular school day.

Students at MCCS are given the opportunity to participate in both community and service learning with the goal of improving our community. During Advisory all students participate in a "Circles of Dialogue" designed to promote closer and more positive relationships among students and between faculty and students. YouthBuild, Multimedia, and video production career pathways are available to students. These courses are being articulated with Southwestern Community College. Students in this program earn industry-recognized certification, in Adobe, and every effort is made to provide internships for all interested students.

When students and families are considering MCCS, they participate in an interview with a member of the MCCS Administrative team to orient the student and family to our school. During this meeting the prospective student's academic and behavioral history is reviewed as well as goals and plans for the future. Potential students are introduced to the expectation that as an Eagle Warrior, our school mascot, they use their P.O.W.E.R. (Potential, Ownership, Wisdom, Expectations, and Respect). At MCCS we believe it is through multiple leadership opportunities and service learning that students can truly recognize, embrace and use their P.O.W.E.R. Pursuant to Education Code section 47605(d)(2)(A), MCCS admits all pupils who wish to attend the school.

Three times a week our staff gathers to discuss student success and identify interventions for teachers and students to ensure student success. Twice a week the entire staff gathers to input success and challenges that students are having with their academics, personal, familial or teacher relationships. Once a week a team which consists of the M CCS director, Dean of Students, academic counselor, current special education resource specialist, attendance/assessment coordinator, safety/facilities supervisor and administrative assistant meets to review staff notes and provide feedback, set up interventions, make referrals or plan any other follow up. At the beginning of and throughout each new session, the M CCS Dean of Students, with the assistance of other members of the school administration, conducts Personal Academic Intervention Support (PAIS) meetings to provide further attention to students not achieving academic success. Our strategic focus and support of the individual student is the foundation for our success.

SECTION 1: MCCS EDUCATIONAL PROGRAM

Educational Philosophy & Program (Element 1)

Vision, Mission and School-Wide Learner Outcomes

MAAC Mission: Maximizing self-sufficiency with families and individuals through high-quality programs and advocacy in our communities.

MAAC Community Charter School Vision: To create a space for youth to become powerful agents of change in our school, local and global communities.

MAAC Community Charter School Mission: In order to support students in meeting this vision, our mission is to:

- provide effective, qualified, and caring staff members who support students in reaching their potential for academic and personal excellence;
- provide instructional strategies and multiple opportunities that encourage students to take ownership of their English Language acquisition;
- encourage students to reflect, question and connect their wisdom to learning, through critical pedagogy, project-based learning, Common Core State Standards and restorative justice;
- encourage high expectations for students and staff by providing leadership development opportunities that create positive change;
- provide a safe and respectful environment where diversity is recognized, valued and celebrated, and;
- provide art, multi-media and video production courses that connect students to community and career opportunities.

Educational Philosophy

MCCS exists to serve high school students from diverse backgrounds that have not been successful in traditional school settings and are in danger of being or already have dropped out or been pushed out of school.

MCCS has created an environment where students, who have been pushed out of the comprehensive traditional school system, come to believe that receiving a high school diploma is achievable through academic and intrapersonal efforts. MCCS uses Critical Pedagogy, the Arts, restorative justice, service learning and multiple youth development opportunities to engage non-traditional learners and support them in taking ownership of their educational path and become leaders.

This development starts with the MCCS core values of P.O.W.E.R. which means that students and staff are ready to: reach their *Potential*; take *Ownership* of words and actions; use *Wisdom* in words and actions; have high *Expectations* for all in our community, including self; and be *Respectful*.

At MCCS every student is provided with the opportunity and support to succeed academically and earn his/her high school diploma. As students come to understand and embrace this opportunity, they realize that they can leave behind the experiences that put them at risk for academic failure. They then begin to take responsibility for their education and find that they can and will succeed.

High School Program

During the 2012-2013 school year, MCCS was given a 3-year initial accreditation by the Western Association of Schools and Colleges (WASC) and began offering “a-g” courses (high school courses required for entering freshmen at University of California and California State University colleges) during the 2013-2014 school year.

MCCS has created an environment where students believe that receiving a high school diploma is achievable at their own speed. MCCS offers a high school diploma and is in the process of ensuring that students have access to all the necessary “a-g” requirements as outlined by the California State University and University of California system.

The “a-g” requirements are summarized as follows:

- a) History/Social Science - Two years, including one year of world history, cultures, and historical geography and one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.
- b) English - Four years of college preparatory English that includes frequent and regular writing, and reading of classic and modern literature.
- c) Mathematics - Three years of college preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three- dimensional geometry.
- d) Laboratory Science - Two years of laboratory science providing fundamental knowledge in at least two of these three disciplines: biology, chemistry, and physics.
- e) Language Other Than English - Two Year of the same language other than English.
- f) Visual & Performing Arts - One year, including dance, drama/theatre, music or visual art.
- g) College Preparatory Elective - One year, chosen from additional “a-g” courses beyond those used to satisfy the requirements above, or courses that have been approved solely for use as “g” electives.

Alignment with Common Core State Standards

MCCS’s course requirements are aligned with and meet the Common Core State Standards, which are also referred to as College and Career Readiness Standards. High academic standards are utilized when implementing the Common Core State Standards, planning and providing instruction and when utilizing

accelerated learning strategies. Curriculum is research-based and student-focused to develop each student's full potential, while recognizing his or her uniqueness. M CCS utilizes Common Core State Standards aligned materials for instruction in the core academic courses. The curriculum includes literacy, science, mathematics, history/social science, physical education, multi-media, video production, visual arts, and community service. Tutoring and academic intervention programs are available to all students as well. Internships are offered when available and connected to student interest and coursework.

Graduation Requirements

M CCS incorporates the Sweetwater Union High School District's "Minimum Requirements" for high school graduation, which include "a-g" required coursework for entry to the California State University and University of California systems. Core courses that are offered at the SUHSD and M CCS will be aligned for course credit. Students will not receive a diploma or participate in commencement until all graduation requirements are met. These include:

- 1) Passage of the California High School Exit Examination (CAHSEE)
 - a. CAHSEE is aligned to the standards of English Language Arts through grade 10 and Mathematics through Algebra 1-2.
 - b. All students must pass the CAHSEE to receive a diploma in the State of California. The examination is based on the California State Content Standards for English Language Arts and Mathematics. All tenth-grade students are required to take the exam in the spring of their tenth-grade years. If either or both portions of the test are not passed, the student will continue to retake the parts not passed during grades, 11 and 12 until both parts have been passed.
 - c. SB 267 removed a sunset date for CAHSEE exemption for students with Individualized Education Plans (IEP), if CAHSEE is addressed in the IEP.
 - d. If the State of California changes the CAHSEE requirement then M CCS will follow State guidelines and directions.
- 2) Completion of Credit Requirements
 - a. Forty-four semester credits are required for graduation. Students are expected to meet the Common Core State Standards and/or California State Standards in English, mathematics, science, history/social science, visual, performing and practical arts, and physical education.
 - b. Due to the accelerated pace of the quarter system, students must follow the M CCS attendance policy. Students can make up a period or tardy absence through one-hour of tutoring, and can make up a full day absence through Saturday School.

Credit Requirements by Subject

English/Language Arts: 8 credits

English Language Development (ELD) may be used to fulfill the eight-semester English requirement.

Grade 9: English 9/ELD: two credits

Grade 10 English 10/ELD: two credits

Grade 11 English 11/ELD: two credits

Grade 12 English 12/ELD: two credits

History/Social Science: 9 credits

Principal may waive one or two semesters of World Geography 9 for students who need to take support courses.

World Geography 9: two credits

World History and Cultures 10: two credits

Comprehensive Health 10: one credit

U.S. History 11: one credit

U.S. Government 12: one credit

Economics: one credit.

Mathematics: 6 credits

The mathematics requirement in grades 9-12 is three years, including a passing grade in Algebra, through Extended Algebra 2-B, or by completing one of the special education algebra course sequences. Algebra or Geometry taken in middle school may not count toward the high school unit requirement.

Science: 6 credits

Physical Science: two credits

Biological Science: two credits

Physical Education: 4 credits

Physical Education 9-12: four credits

Visual/Performing Arts/World Languages:2 credits

Any Visual/Performing Arts or World Languages course: two credits.

Additional Required Electives:11 credits

Any subject or content area in grades 9-12 beyond courses listed above. At MCCS all students will have the opportunity to earn one elective credit, each academic year, for completing at MCCS Advisory requirements.

3) Completion of Community Service

Each student is required to complete a minimum number of community service hours. If a student enters in 9th grade, the minimum is 30 hours; in 10th grade the minimum is 22 hours; in 11th grade the minimum is 16 hours; and in 12th grade the minimum is 8 hours. MCCS uses SUHSD community service hour verification forms as proof of this requirement.

WASC Accreditation/Transcripts and Credit Transfer

MCCS attained initial WASC Accreditation in 2013. MCCS will follow the school improvement process to continue eligibility for WASC renewal. All core courses of SUHSD have been approved by the University of California and MCCS has followed these SUHSD course requirements. All courses at MCCS are transferable to traditional district high schools or charter schools. Student transcripts will take a standard form of universal acceptance, following SUHSD format. Students and parents are informed of transferability of courses and college entry requirements in public meetings, and school publications.

Students to be Served

MCCS is a high school of choice and opportunity. MCCS was founded and is operated and supported by MAAC. It has been authorized by the Sweetwater Union High School District since 2000. MCCS is the only charter high school in the area that targets at-risk students between the ages of 14-20 who have struggled to succeed in large, traditional public schools for a variety of reasons. MCCS also offers a YouthBuild program for students ages 16-24.

Students who attend MCCS can come from any school district but if the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing, and preference will be given to students residing in the Sweetwater Union High District. Per Ed Code 47614.5, MCCS is physically located in the attendance area of J. Calvin Lauderbach Elementary School in which 70 percent or more of the pupil enrollment are eligible for free or reduced priced meals, and MCCS gives a preference in admissions to pupils who reside in the J. Calvin Lauderbach Elementary School's attendance area where MCCS is located.

The target population of the charter school consists of students who self-select an alternative, small-school environment and/or students who have multiple high risk factors which contribute to lack of academic success or impede enrollment at other schools. These high risk factors include:

- Over age and/or deficient in high school credits;
- Truancy;
- Substance abuse by student or close family member;
- Lack of transportation;
- Lack of child care;
- Juvenile detention or incarceration of student or close family member;
- Dropping out of other educational institutions for academic, social or behavioral reasons;
- Homelessness;
- Qualifying for free or reduced priced lunch;
- Unable to pass the California High School Exit Exam (CAHSEE);
- English Language Learners (ELL) who have not made an academic transition to English.

MCCS supports individual learning styles and preferences by offering a classroom, seat-based environment, Independent Studies and a YouthBuild program.

Curriculum and Instructional Design

The educational program includes an integrated curriculum incorporating Common Core State Standards and the philosophy of critical pedagogy paired with instructional strategies aimed to support English Language Learners. Instruction will follow a system of accelerated and intensive learning following a 4x4 schedule. In a 4x4 schedule, the school year is divided into quarters and students take four core classes, each quarter, and a 35-minute advisory period. The predominant school model is "in-seat" with ample opportunity for community-based experiences, career pathway courses, leadership development and

apprenticeship/internship activities. In accord with SB 740, no more than twenty percent of the total instructional minutes is delivered on an Independent Study basis.

Critical Pedagogy – A Process and Philosophy of Education

Critical pedagogy is a theory and practice of education credited to Brazilian philosopher Paulo Freire and in widespread use by schools and universities around the globe. It is a process that has had tremendous positive impact on youth and adult learners who have been disenfranchised by traditional education. Critical Pedagogy promotes analysis of the curriculum and social environment through interactive dialogue, action and reflection. It is a process by which students and teachers make connections between their learning and their environment, and then take action to improve both. As such it makes demands of teachers and students to work for change that will benefit disadvantaged youth, families and communities as schools become genuine sources of increased opportunity and empowerment, rather than perpetuating the status quo.

Application of Critical Pedagogy in the Classroom

Critical Pedagogy calls for a classroom environment that is democratic and engages the student in utilizing his or her own experiences and needs as a key motivational tool for learning. Rather than traditional educational methodologies of rote memorization and the passive linear transmission of information from the expert (teacher) to the novice (student), Critical Pedagogy calls for methodology that directly involves the students and teacher collaboratively in the learning process. Dialogue circles are critical to this process as students and teachers share their views and collaboratively work on what needs to be learned and how it is taught. In the MCCS classroom all participants are teachers and learners. This pedagogy is connected and applied to the social reality of ethnically and linguistically diverse youth as well as economically disadvantaged students. As a result, students are encouraged to strive for high academic achievement to benefit themselves but also to contribute to improving lives in their families and community. This produces young adults who have the critical thinking skills to achieve success in mainstream America.

At MCCS we engage students in the following Cycle of Praxis: 1) build content knowledge and pose essential questions; 2) identify problem(s) in our community; 3) research the problem and identify organizations and resources that could help in solving it; 4) create a plan of action; 5) implement the plan of action; and 6) evaluate and reflect on the implementation and process. Through this process students are encouraged to challenge ideas; debate their various perceptions of the world; and through dialogue, to help create a democratic school environment. The Cycle of Praxis is tightly aligned to the Common Core State Standards as students are constantly analyzing, evaluating and reflecting on their learning and the process of learning and taking action to improve the world around them.

Measures of effective critical pedagogy:

- Project-based learning exposition(s) demonstrating the Cycle of Praxis
- Use of MCCS developed rubrics as a pre- and post-evaluation of implementation

- Increased engagement in school as measured by improvements in attendance, class participation, credit completion and community service hours completed, and GPA.

MCCS Eagle Warrior School-Wide Learner Outcomes

MCCS staff have identified these outcomes as a way to outline expectations of staff and students and to quantify the implementation of Critical Pedagogy.

Graduates of MAAC Community Charter School are POWERful community members who have met all Sweetwater Union High School District requirements for a high school diploma acquired through a Common Core State Standards-based education implemented through Critical Pedagogy.

As an MCCS graduate I will maximize my P.O.W.E.R.: Potential, Ownership, Wisdom, Expectations and Respect.

Potential – I strive to meet my full potential and will show this by:

- Developing a plan for life after high school (college/career).
- Valuing myself, others and community.
- Acquiring the English language skills necessary for success in academic and social settings.

Ownership – I take ownership of my actions, life, future, school and community and demonstrate this by:

- Developing an understanding of self, personal attributes and connection to community.
- Setting goals regarding personal growth and community responsibility.
- Engaging in collective action that addresses community needs.

Wisdom – I use my wisdom to guide my words and actions to:

- Demonstrate an understanding that my actions and choices have a short and long term impact on others and our surroundings.
- Act as a critical thinker who transfers knowledge, makes connections and applies learning across content areas and in life.

Expectations – I have high expectations of myself and our community and express this by:

- Working independently and collaboratively to achieve success.
- Maintaining mentally, physically and socially healthy behaviors.

Respect – I respect myself, others, our community, school and environment by:

- Accepting and celebrating diversity.
- Understanding and utilizing restorative justice.
- Acting honestly, ethically, fairly, and empathetically.

Critical Pedagogy and Project-Based Learning

All faculty use Project-based Learning and Critical Pedagogy for higher order thinking and to make explicit and relevant connections between the curriculum, student lives and the community at large. These connections are displayed during the quarterly Showcase event. Many of the projects have a community

focus and orientation, while also being interdisciplinary. During Showcase, the projects and the Cycle of Praxis are what classrooms and individual students' document and share to evaluate and explain their learning. The whole school emphasis on Critical Pedagogy ensures that students are challenged and that the learning is applicable in real world scenarios. MCCS' quarterly Showcase event serves, likewise, as a peer assessment of the rigor and relevancy of the work being done in each class. Students are supported to achieve academic standards and are engaged in challenging learning experiences via teacher observation and support, departmental structure and meetings, curriculum map reviews, and reviews of student work. MCCS also has placed a strong importance on Writing Across the Curriculum due to our largely English Language (EL) language student population.

Career Pathways and Career Technical Education

MCCS currently offers YouthBuild, Multimedia and Video Production career pathways. Internships are key and MCCS will continue to collaborate with other community-based organizations to provide work experience for students. Other career pathways will be explored and implemented based on employment need and student interest. Every effort will be made to partner with local community colleges to create articulation agreements on future pathways.

YouthBuild

MAAC YouthBuild is an alternative education and job-training program for low-income youth ages 16 through 24, who have dropped out of high school or are at-risk of dropping out. The program is located and operated by MCCS. It offers students the opportunity to earn their high school diploma or High School Equivalency Certification through Examination while gaining marketable skills in computer literacy and green construction trades.

MAAC YouthBuild participants receive:

- Classroom instruction, via independent studies, to earn their high school diploma or through tutoring to pass a High School Equivalency Exam.
- Training and certification in Adobe Photoshop and Microsoft Office.
- Immediate one-on-one assistance in creating an Individual Development Plan (IDP) to ensure post-program productivity.
- Leadership Development and Work Readiness Training.
- OSHA 10 certification and basic green building construction skills training.
- The opportunity to participate in construction projects with organizations such as: Habitat for Humanity; GRID Alternatives; the MAAC Weatherization team; MAAC *Nosotros* Recovery Home; and the California Conservation Corps.
- Job or post-secondary education placement assistance.
- Paid internship opportunities through partner organizations such as: South Bay Community Services EXCEL program (for qualifying students).

Multimedia and Video Production

The multimedia and video production pathways currently include digital imaging, graphic design, video production, visual effects, and documentary production. Upon successful completion of the course sequence, students have the opportunity to become certified in Adobe Premiere and Adobe Photoshop. Certification is completed through an authorized testing center such as Certiport. Adobe certification gives students an edge over competition, and it opens the door to many career opportunities. Becoming an Adobe Certified Expert prepares students for a career in multimedia and/or video production and validates their skills in the eyes of potential employers.

MCCS is working in partnership with Southwestern Community College to approve an articulation agreement in video production. This articulation agreement will meet the curriculum standards set by the community college and provide the opportunity for students at MCCS to earn both high school graduation credits and community college units. MCCS plans to incorporate a fine arts component to the current multimedia and video production pathways.

Advisory

Advisory was established as time for teachers and students to connect in a smaller class size environment and create a space for students to engage in the use of “Circles of Dialogue”. Advisory period is directed to providing student-based decision-making in the educational process at the school and is facilitated by the Advisory teacher. The results of student-based decision-making influences school program and activities.

Advisory is a meaningful class where students receive personalized support from a staff advisor. Advisory provides all students the tools needed to be successful in high school, college, career, and to become active participants in our world community.

Advisory is a mandatory 35-minute daily class. All advisories have a club theme (2-3 days a week) and students will choose their advisory class based on their interest. Students will receive one elective credit for attendance and completion of specific assignments, at the end of the school year. The role of the advisor is to support student academic and social success. All advisories will follow our school-wide curriculum structured around the themes of: MCCS (session 1); College and Career Planning (session 2); Community (session 3); and Personal Growth (session 4).

Before the start of each school year, all school staff will review, revise and update advisory curriculum, agreements and list of assignments that must be completed by each student in order to receive credit.

Special Education

MAAC Community Charter School (MCCS) recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment and pledges to work in cooperation with the Sweetwater Union High School District (SUHSD) to ensure that a free and appropriate education is provided to all students with exceptional needs. MCCS will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, MCCS will continue to comply with AB 602, all SELPA policies and procedures, and all California laws pertaining to special education students.

MCCS was initially under the umbrella of SUHSD for purposes of special education, pursuant to Education Code Section 47641(b). However, MCCS has become an independent local educational agency (LEA) and joined the El Dorado County Office of Education Special Education Local Plan Area (SELPA) pursuant to Education Code Section 47641(a). A change in LEA status or SELPA membership shall not require a material revision of this charter.

In 2013 MCCS notified SUHSD that it would be researching and considering movement to a charter SELPA. Beginning July 1, 2014, MCCS became a member of the El Dorado County Charter SELPA and joined the San Diego Charter Schools Special Education Consortium. MCCS may continue its membership with El Dorado County Charter SELPA or may, if deemed by MCCS to be in the best interest of its students, request a move back to SUHSD SELPA by following established guidelines and protocols. For the purposes of this section, the SELPA that MCCS belongs to will be referred to as the El Dorado County Charter SELPA. MCCS shall operate as a fully independent LEA for special education purposes with all of the rights and responsibilities of LEAs under applicable law. The administration and coordination of special education and regionalized services shall comply with the published policies of the El Dorado County Charter SELPA.

Per Federal Law, all students with disabilities will be fully integrated into the programs of MCCS, with the necessary materials, services, and equipment to support their learning. The school will ensure that any student with a disability attending MCCS is properly identified, assessed and provided with necessary services and supports.

MCCS will meet all the requirements mandated within a student's Individual Education Plan (IEP). The school will seek to include all special needs students with non-disabled peers to the maximum extent appropriate according to their IEP. However, if the student's needs as documented on the IEP require a program other than inclusion, the school will work with the El Dorado County Charter SELPA to provide an appropriate placement and services.

MCCS will work with the El Dorado County Charter SELPA to make time and facilities available to meet the needs of the student's IEP. MCCS will actively participate in all aspects of the IEP to enable the student to be successful, including the appropriate individual tutoring schedule and classroom modifications, strategies, and techniques. The school will make available student's work products for

analysis and evaluation of progress and will participate in the IEP reviews conducted by the El Dorado County Charter SELPA, where applicable.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to MCCS, which will then forward such written notice to the El Dorado County Charter SELPA within two school days. The school will encourage open communication between the parents and the El Dorado County Charter SELPA for any items related to the special education services. Students at MCCS who have IEP's will continue to attend the school, unless the IEP recommends otherwise.

In order to comply with Child Find requirements as specified by law, MCCS will establish a referral and assessment process that brings together the parent/guardian, student, and school personnel to address any problems that interfere with a student's success at the school. This process will entail search and serve, a Student Study Team, referral, assessment and IEP review.

Search and Serve

Through collaboration between the faculty and Director, MCCS will work to identify any students, who do not currently have an IEP but may be in need of a pre-referral intervention plan. Director and faculty will then convene the Student Study Team for that student.

Students possibly in need of special education can be screened from already available data (i.e. school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program.

For students who are identified as needing interventions, a Student Study Team composed of the student, the student's parent or guardian, the Director or designee, and an MCCS faculty member will be responsible for identifying the student's needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate individual tutoring schedule, classroom modifications, strategies and techniques to enhance that student's ability to be successful. If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment. MCCS may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

Parents will be informed that special education and related services are provided at no cost to them.

Interim and Initial Placements of New Charter School Students

If a student enrolls at MCCS with an existing IEP, MCCS will notify the El Dorado County Charter SELPA (where applicable according to SELPA policies) within 5 days. An IEP meeting will be convened within 30 days to review the existing IEP, discuss the student's present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, MCCS shall work with the El Dorado County Charter SELPA to implement the existing IEP at MCCS or as otherwise agreed by the parent/guardian.

Referral for Assessment

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. MCCS's internal method for referral for assessment will be the Student Study Team. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by MCCS within 15 days. MCCS will notify the El Dorado County Charter SELPA (where applicable according to SELPA policies) of the assessment request within 5 days of receipt. Parents will be informed via the Special Education Coordinator, that special education and related services are provided at no cost to them.

If MCCS, in collaboration with the El Dorado County Charter SELPA, concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment.

Assessment

The Director will be responsible for gathering all pertinent information and sharing such information with the El Dorado County Charter SELPA (where applicable according to SELPA policies). Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

- Individual testing;
- Teacher and student observations;
- Interviews;
- Review of school records, reports, and work samples; and
- Parent input.

Unless conflicting with the El Dorado County Charter SELPA policies and procedures, MCCS will follow the following assessment guidelines. If a conflict with the El Dorado County Charter SELPA policies and procedures exists, then the El Dorado County Charter SELPA policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment;
- The student must be evaluated in all areas related to his/her suspected disability;

- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory;
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed;
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable; and
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. MCCS, in coordination with the El Dorado County Charter SELPA will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Development and Implementation of IEP

Every student who is assessed by the school will have an IEP that documents assessment results and eligibility determination for special education services.

MCCS, in collaboration with the El Dorado County Charter SELPA, will ensure that all aspects of the IEP and school site implementation are maintained. MCCS will provide modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at the school who have IEP's will be served in the Least Restrictive Environment (LRE).

Each student who has an IEP will have an IEP team that oversees the IEP Development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team must include all of the following members:

- The parent or guardian of the student for whom the IEP was developed;
- The student, if appropriate;
- The Director or designee;
- At least one special education teacher;

- A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;
- An El Dorado County Charter SELPA Special Education Representative
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results;

Others familiar with the student may be invited as needed. MCCS views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The school will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, including rescheduling as many times as needed or conferencing by telephone or meeting at the parent's home.

A copy of the IEP will be given to the parent in accordance with state laws and the El Dorado County Charter SELPA policies. Upon the parent or guardian's written consent, the IEP will be implemented by MCCS, in cooperation with the SELPA in which MCCS is a member.

Upon the parent or guardian's written consent, the IEP will be implemented by MCCS. The IEP will include all required components and be written on El Dorado County Charter SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance;
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided; and
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments;
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;

- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request);
- When an Individual Transition Plan is (ITP) required at the appropriate age;
- When MCCS seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

IEP Review

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEIA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, MCCS will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Unless otherwise specified on the student's IEP, parents will be informed four times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

Special Education Staffing

MCCS is committed to assuring all IEPs are properly implemented and all students requiring services are adequately taken care of.

It is the goal of MCCS to employ at least one full time teacher who, in addition to having the proper credentials to teach a general education subject, will also possess a Special Education Credential. This teacher, along with the Director of MCCS, will be the primary MCCS representatives tasked with assuring that all aspects of the IEP and any possible 504 plans are properly implemented. All teaching staff at MCCS will also be involved in assuring that all IEPs and 504 plans are properly implemented.

MCCS employs a Special Education Coordinator whose duties include:

- Ensure that all aspects of the IEP are followed;

- Arrange for the teacher of the student to attend the team meetings;
- Communicate with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights;
- Consult quarterly with the Director to ensure that the objectives and goals of students with IEP's are being met;
- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;
- Maintain a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEIA guidelines;
- Provide a report of student progress on the same schedule as students in general education.

MCCS will ensure that services are provided for students in accordance with their IEP.

Reporting

MCCS, in collaboration with the El Dorado County Charter SELPA, will collect and maintain the following information on disabled students as required by IDEIA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners;
- The number of students provided with test modifications and the types and the number of students exempted from District assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
- The basis of exit from MCCS of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the MCCS Director. The Director will ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Director, or designee, will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Procedural Safeguards

Parents or guardians of students with IEPs at MCCS must give written consent for the evaluation and placement of their youth, be included in the decision-making process when change in placement, is under consideration, and be invited, along with teachers, to conferences and meetings to develop their student's IEP.

Any concerns or disagreements raised by parents will be acknowledged by the school within five days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

The school will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year and at every IEP meeting, as well as anytime a parent is presented with an assessment plan. MCCS will utilize the Notice of Procedural Safeguards used by the El Dorado County Charter SELPA in which it is a member.

Dispute Resolution

In the event that a parent/guardian files a request for a due process hearing or request for mediation, MCCS shall work with the El Dorado County Charter SELPA and the San Diego Charter Schools Special Education Consortium to defend the case. MCCS may initiate a due process hearing or request for mediation with respect to a student in MCCS if MCCS determines such action is legally necessary or advisable.

MCCS will collaborate with the El Dorado County Charter SELPA and San Diego Charter Schools Special Education Consortium and will have sole discretion to settle any matter in mediation or due process; MCCS will also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights).

Complaint Procedures

Parents or guardians also have the right to file a complaint with the El Dorado County Charter SELPA and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

Special Education Strategies for Instruction and Services

MCCS will comply with the federal mandate of the "least restrictive environment", meaning that the school will make every attempt to educate special education students along with their non-disabled peers. MCCS will mainstream all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized individual tutoring through MCCS's extended day and year. Each student's IEP requires different kinds of modifications for instruction and services, therefore the educational strategies of the IEP will be built around the student's

needs and how these fit within the general educational program of the school. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

Professional Development for MCCS Staff

The School Director, regular and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by the El Dorado County Charter SELPA.

MCCS staff may attend Special Education related professional development opportunities that are available to other members of the El Dorado County Charter SELPA.

MCCS may also seek professional development opportunities for its staff through potential trainings facilitated by the County Office of Education, colleges and universities, and private companies or agencies.

Section 504 of the Rehabilitation Act

MCCS shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the School shall be accessible for all students with disabilities in accordance with the ADA.

MCCS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of MCCS. Any student, who has an objectively identified disability that substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school.

A 504 team will be assembled by the Director, or designee, and shall include the parent/guardian, the student, a qualified staff member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those that are designed to provide a single general intelligent quotient.

- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Principal will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

SECTION 2: STUDENT OUTCOMES & ASSESSMENT

Measureable Student Outcomes (Element 2)

MAAC Community Charter School is identified as an Alternative School Accountability Model (ASAM) school. ASAM is an alternative way of measuring student performance in schools with mostly high-risk students, such as continuation schools or opportunity schools. The state of California has moved to a Local Control Accountability Plan and during the 2014 year assigned AYP ranking to high schools only. The following are the descriptors of an ASAM school, per the California Department of Education:

- Must be technically sound and recognize the special needs and diversity of students served by alternative schools.
- Should support parent's and the public's right to know the levels of student performance in each alternative school and program. In addition, significant improvement in alternative schools should be recognized.
- Must measure growth in knowledge of content, skills, and competencies that can be taught and learned in school. Such measures should reflect state content and performance standards and other indicators that are important for populations served by alternative schools.
- Must identify and set reasonable standards of school performance, but should not attempt to create an artificial standard of comparison across many types of alternative schools.
- Must measure school performance and growth on the basis of value added characteristics of the programs within a focus on multiple program goals.
- Should provide accountability for all students in alternative schools and assign responsibility for improvement to appropriate schools.
- Must, as part of an overall accountability system, include comprehensive information and incorporate contextual and background indicators beyond those required by law.
- Should strive to measure growth based on student-level longitudinal data.
- Should be flexible and its component indicators should be stable.
- Should support local accountability systems and minimally burden them.
- Should provide schools the opportunity to participate in the main accountability system.

Local Control Accountability Plan (LCAP)

The Local Control and Accountability Plan (LCAP) and annual update template is used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in

Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable to the charter school's program and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code. MCCS will prepare and adopt, and forward to the District an annual Local Control Accountability Plan (LCAP) update as set forth in California Education Code § 47606.5, which shall be consistent with this petition and shall not be considered a material change to it. MCCS' LCAP will apply the state priority areas relevant to the mission and population of the charter school. An initial copy of the LCAP is attached to this charter renewal petition.

| Achievement Goal #1 – Basic Services | | |
|--|---|---|
| <i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i> | | |
| School Action | Method of Assessment | Person(s) of Responsibility |
| 100% of students will receive instruction from a fully credentialed, high quality teacher. | School Accountability Report Card, WASC Accreditation, Annual Audit | MCCS Director or designee, MCCS Data Analyst (Consultant) |
| 100% of students will have access to CCSS aligned curriculum and instructional materials. | School Accountability Report Card, WASC Accreditation | MCCS Director or designee, Steering Committee, and Technology Research/Action Group |
| School facilities will be maintained in good repair. | School Accountability Report Card (Annual facilities walk-through) | MCCS Safety and Facility Supervisor, MCCS Dean of Students, MCCS Director |
| Research, select and implement Common Core Aligned Diagnostic & Benchmark assessments for ELA & Math. | Curriculum maps submitted by teachers, to include assessment measures | Director, Assessment Research/Action Group, Technology Research/Action Group, Critical Pedagogy and Restorative Justice Research/Action group |
| Expand course availability to include UC “a-g” courses and receive approval from UC system. | School Accountability Report Card, WASC Accreditation | MCCS Director, MCCS School Counselor |
| Develop baseline, and monitor growth targets for Students with Disabilities | Annual IEP for each student with an active IEP | Special Education Coordinator, School Psychologist and Assessment Research/Action Group, El Dorado Charter SELPA |

Achievement Goal #2 – Implementation of Common Core Standards

The charter school will meet or exceed the same accountability standards as district schools regarding the implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency.

| School Action | Method of Assessment | Person(s) of Responsibility |
|--|---|--|
| Teachers will receive professional development on research-based strategies, CCSS ELA and ELD frameworks. | School Accountability Report Card, WASC Accreditation | Director or designee, Critical Pedagogy and Restorative Justice Research/Action group, Technology Research/Action Group |
| 100% of teachers will implement various types of pedagogical strategies. | School Accountability Report Card, WASC Accreditation, MCCS Peer Observation and Feedback | Critical Pedagogy and Restorative Justice Research/Action Group, Assessment Research/Action Group and Technology Research/Action Group |
| 100% of students will have access to Common Core standards-aligned instructional materials and supplemental materials. | School Accountability Report Card, WASC Accreditation | MCCS Director or designee, Steering Committee, and Technology Research/Action Group |
| Research, select and implement ELA and math benchmark assessments for pre/post baseline and growth results. | School Accountability Report Card, WASC Accreditation, LCAP review and update | Director, Assessment Research/Action Group, Teachers |
| Establish baseline CELDT growth targets and monitor students' growth annually. | School Accountability Report Card, WASC Accreditation, LCAP review and update, API data | Director, Attendance/Assessment Coordinator, Assessment Action Group |

Achievement Goal #3 – Parental Involvement

The charter school will meet or exceed the same accountability standards as district schools for parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation.

| School Action | Method of Assessment | Person(s) of Responsibility |
|---|---|---|
| Host volunteer related events for parents (training opportunities and strategies) | School Accountability Report Card, WASC Accreditation, LCAP review and update | Director and/or designee, Attendance Research/Action Group, Critical Pedagogy and Restorative Justice Research/Action Group, Technology Research/Action Group |

| | | |
|--|---|---|
| Host workshops for parents on issues relevant to the school's program (Padres Comprometidos) | School Accountability Report Card, WASC Accreditation, LCAP review and update | Director and/or designee Critical Pedagogy and Restorative Justice Research/Action Group, Technology Research/Action Group, Attendance Research/Action Group |
| Develop, implement and monitor a strategic plan for parents and community involvement | School Accountability Report Card, WASC Accreditation, LCAP review and update | Director and/or designee Critical Pedagogy and Restorative Justice Research/Action Group, Technology Research/Action Group, Attendance Research/Action Group, M CCS Education Committee |
| Establish and ensure compliance with DELAC/ELAC | School Accountability Report Card, WASC Accreditation, LCAP review and update | Director and/or designee, M CCS Education Committee |
| Administer annual parent survey | School Accountability Report Card, WASC Accreditation, LCAP review and update | DELAC/ELAC, Director and/or designee Critical Pedagogy and Restorative Justice Research/Action Group, Technology Research/Action Group, Attendance Research/Action Group, M CCS Education Committee |
| Ensure compliance with regulations regarding parental involvement and notification regarding Special Education | Annual IEP for each student with an active IEP | Director, Special Education Coordinator, School Psychologist, El Dorado Charter SELPA |

Achievement Goal #4 – Basic Services

The charter school will meet or exceed the same accountability standards as district schools for pupil achievement, as measured by all of the following, as applicable:

- A. *CA Measurement of Academic Progress and Performance on statewide assessment (as available)*
- B. *The Academic Performance Index (API) (as available)*
- C. *Percentage of pupils who are college and career ready*
- D. *Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)*
- E. *EL reclassification rate*
- F. *Percentage of pupils who have passed an AP exam with a score of 3 or higher*
- G. *Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness*

| School Action | Method of Assessment | Person(s) of Responsibility |
|--|---|---|
| Develop a strategic plan to strengthen the school's infrastructure and method of implementing, collecting, disaggregating, and analyzing student achievement data. | School Accountability Report Card, WASC Accreditation, LCAP review and update | Assessment Research/Action Group, Attendance Research/Action Group, Technology Research/Action Group, MCCS Education Committee |
| Provide workshops for students on how to monitor, develop growth targets, & take ownership of their academic performance, assessments & path toward graduation & college readiness | School Accountability Report Card, WASC Accreditation, LCAP review and update | Attendance Research/Action Group, Critical Pedagogy and Restorative Justice Research/Action Group, Technology Research/Action Group |
| Use data to strengthen SST Program & provide targeted academic intervention for at-risk students. | School Accountability Report Card, WASC Accreditation, LCAP review and update, CDE data | Student Study Team, Assessment Research/Action Group |

Achievement Goal #5 – Student Engagement

- A. *The charter school will meet or exceed the same accountability standards as similar district schools regarding pupil engagement, as measured by all of the following, as applicable:*
- B. *School attendance rates*
- C. *Chronic absenteeism rates*
- D. *Middle school dropout rates (EC §52052.1(a)(3))*
- E. *High school dropout rates*
- F. *High School graduation rates*

| School Action | Method of Assessment | Person(s) of Responsibility |
|---|--|--|
| Host showcase presentations at the end of each quarter. | WASC Accreditation, LCAP review and update | Showcase Committee, Steering Committee, all teachers |

| | | |
|---|---|--|
| Develop policies & procedures review and revise that support the school's program and student learning | WASC Accreditation, LCAP review and update, Annual Audit | Director and designee, MCCS Education Committee, Critical Pedagogy and Restorative Justice Research/Action Group, Attendance Research/Action Group, Assessment Research/Action Group, Technology Research/Action Group |
| Students will have access to an increased number of counselors and/or mental health providers to support student needs | School Accountability Report Card, WASC Accreditation, LCAP review and update | Director and/or designee, Student Study Team |
| Staff will undergo training on Restorative Practice for school wide practice | School Accountability Report Card, WASC Accreditation, LCAP review and update | Critical Pedagogy and Restorative Justice Research/Action Group |
| Increase ADA by 1% | School Accountability Report Card, WASC Accreditation, LCAP review and update, CDE data | Attendance Research/Action Group, all Staff, MCCS Education Committee |
| Students will participate in Student Led Conference | School Accountability Report Card, WASC Accreditation, LCAP review and update | Critical Pedagogy and Restorative Justice Research/Action Group |
| Hosts Field Trips to Colleges/ Universities | School Accountability Report Card, WASC Accreditation, LCAP review and update | Critical Pedagogy and Restorative Justice Research/Action Group, Attendance Research/Action Group |
| Provide CAHSEE Prep Course | School Accountability Report Card, WASC Accreditation, LCAP review and update | Director, School Counselor, Assessment Action Group |
| Develop a strategic plan to strengthen the school's infrastructure and method of implementing, collecting, disaggregating, and analyzing student achievement data | School Accountability Report Card, WASC Accreditation, LCAP review and update | Director, Attendance Research/Action Group, Critical Pedagogy and Restorative Justice Research/Action Group, Assessment Research/Action Group, Technology Research/Action Group |

| <u>Achievement Goal #6-School Climate</u> A. Pupil Suspension Rates B. Pupil Expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness. | | |
|---|---|---|
| School Action | Method of Assessment | Person(s) of Responsibility |
| Decrease suspension rates by 5% | School Accountability Report Card, WASC Accreditation, LCAP review and update, CDE data | Director, Dean of Students, Critical Pedagogy and Restorative Justice Research/Action Group |
| Host at least 2 school wide recognition assemblies and student awards | School Accountability Report Card, WASC Accreditation, LCAP review and update | Director or designee, Dean of Students, Critical Pedagogy and Restorative Justice Research/Action Group, Attendance Research/Action Group |
| Students will have access to an increased number of counselors and/or mental health providers to support student needs | School Accountability Report Card, WASC Accreditation, LCAP review and update | Director and/or designee, Student Study Team |

| <u>Achievement Goal #7-Course Access</u> <i>The charter school will meet the same standards district schools are held to regarding the extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i> <i>“Broad course of study” includes the following, as applicable: Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i> | | |
|---|---|---|
| School Action | Method of Assessment | Person(s) of Responsibility |
| 100% of students will have access to Common Core standards-aligned instructional materials and supplemental materials. | School Accountability Report Card, WASC Accreditation | MCCS Director or designee, Steering Committee, and Technology Research/Action Group |
| Expand course availability to include UC “a-g” courses and receive approval from UC system. | School Accountability Report Card, WASC Accreditation | MCCS Director, MCCS School Counselor |
| Students with an IEP will be provided with Free and Appropriate Public Education | Annual IEP for each student with an active IEP | Director, Special Education Coordinator, School Psychologist, El Dorado Charter SELPA |

| | | |
|---|---|---|
| Develop a strategic plan to strengthen the school's infrastructure and method of implementing, collecting, disaggregating, and analyzing student achievement data | School Accountability Report Card, WASC Accreditation, LCAP review and update | Director, Attendance Research/Action Group, Critical Pedagogy and Restorative Justice Research/Action Group, Assessment Research/Action Group, Technology Research/Action Group |
| All students will have access to a career pathway | School Accountability Report Card, WASC Accreditation, LCAP review and update | Director, Career Technical Education Instructors, MCCS Education Committee |

Achievement Goal #8-Student Performance

All students will demonstrate appropriate developmental or age/grade level mastery of State and National standards (see <http://www.cde.ca.gov/be/st/ss/> and www.corestandards.org) and aligned with the state's priorities detailed in California Education Code Section 51220 (grades 7-8). Individual performance goals will be established for each student at the beginning of each year based on his/her baseline benchmark assessments, past academic performance, special needs/IEP, and other available data as measured by all of the following, as applicable:

A. Internal Assessment

B. Growth

C. Social Responsibility

| School Action | Method of Assessment | Person(s) of Responsibility |
|--|---|---|
| Provide workshops for students on how to monitor, develop growth targets, & take ownership of their academic performance, assessments & path toward graduation & college readiness | School Accountability Report Card, WASC Accreditation, LCAP review and update | Attendance Research/Action Group, Critical Pedagogy and Restorative Justice Research/Action Group, Technology Research/Action Group |
| Research, select and implement ELA and math benchmark assessments for pre/post baseline and growth results. | School Accountability Report Card, WASC Accreditation, LCAP review and update | Director, Assessment Research/Action Group, Teachers |
| Students will document growth and meeting of School-Wide Learner Outcomes | WASC Accreditation, LCAP review and update | Steering Committee, Assessment Research/Action Group, MCCS Education Committee |

Methods of Assessment (Element 3)

“To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” California Ed. Code § 47605(b)(5)(C).

MCCS has meaningful assessments, and a defined schedule for administration. MCCS adheres to all state testing requirements, including provisions of AB 484/2012 and any revisions of the Education Code and implementing regulations that are applicable to charter schools. As established in the previous section and as set forth in its LCAP annual update, MCCS will be utilizing diverse assessments that are aligned with

the curriculum and instructional program, compliant with state expectations. They will be administered according to the assessment cycle below.

| Assessment | Description | Assessment Schedule |
|---|--|---|
| California High School Exit Exam (CAHSEE) | Beginning in 10 th grade, all students, except eligible students with disabilities, are required to pass the CAHSEE to receive a high school diploma | During each school year: 10 th grade= one opportunity 11 th grade= |
| California Assessment for Student Performance and Progress (CAASP) | Assessment of Common Core State Standards in ELA Mathematics (Smarter Balanced and California State Approved Alternate Assessment), Science (CST, CMA, CAPA), and Reading Language Arts (Spanish), | 10 th grade (Science CST)= once 11 th grade (Smarter Balanced and Alternate Assessment, STS is optional)= once |
| California English Development Test (CELDT) | Assessment to measure English proficiency in the following domains: listening, speaking, reading, writing | Initial: within 30 days after enrolling in a California public School Annual-July 1-October 31 |
| Physical Fitness Test (PFT) | All students must pass, regardless of whether they are enrolled in physical education class or participate in block schedule. | February 1-May 31 |
| MCCS English and Mathematic Assessment for baseline and growth data | MCCS will assess all students to measure growth in literacy and numeracy. | Initial assessment when enrolled. Last assessment when student graduates or leaves MCCS. |

SECTION 3: GOVERNANCE

Governance (Element 4)

MCCS is a public charter school authorized by the Sweetwater Union High School District. MCCS is its own Local Education Agency (LEA) for purposes of funding, assessment, Special Education, accountability and reporting. MCCS' operational management is the responsibility of the Metropolitan Area Advisory Committee on Anti-Poverty of San Diego County, Inc., a 501(c)(3) nonprofit public benefit corporation ("MAAC"), which shall operate the school within the terms and conditions specified in this petition. MAAC maintains Articles of Incorporation with the California Secretary of State and has tax-exempt status from both California and the IRS. MAAC and MCCS operate autonomously from the school district, and MAAC is solely responsible for the debts and obligations of MCCS.

MCCS is non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student on the basis of race, ethnicity, national origin, gender, or disability.

The school will comply with all federal, state, and local laws, regulations, and ordinances that are applicable to California charter schools, including those related to zoning, occupancy, construction, health, and safety. The school will secure general liability insurance, workers compensation, and unemployment insurance.

The MAAC Board of Directors ("MAAC Board") is the governing body of MAAC and serves as the MCCS School Board. The MAAC Board has created the MCCS Education Committee, which makes recommendations to the MAAC Board about the school, consistent with MAAC's overall mission and goals. The MCCS Education Committee recommends policy and procedures and such tasks as are delineated below. The MCCS Director reports to the President & CEO of MAAC, or his/her designee, and is advised by the: MCCS Education Committee; MCCS Steering Committee (described below); the DELAC/ELAC Parent Council (described below); and the Student ASB Council (described below).

As provided for in the California Corporations Code, the MAAC Board ultimately has the legal governance and fiduciary responsibility for the well-being of MCCS. As such, MAAC sets the terms and working conditions for all employees, and will do so consistent with state and federal law. Persons employed by MAAC to work at MCCS are considered employees of MAAC (as opposed to the Sweetwater Union High School District. MAAC is the public school employer of the employees of the charter school for the purposes of section 3540 *et seq.* of the Government Code.

The MAAC Board of Directors will approve major educational and operational policies for MCCS, such as fiscal procedures, budget and finances, student/parent handbook and employee handbook, health, safety and emergency plans, and complaint policy. The MCCS Education Committee will monitor school performance and report to the MAAC Board.

The Education Committee serves in an advisory role to the MAAC Board. The MAAC Board of Directors is responsible for:

- Approval of periodic financial reports to be submitted to district and county (preliminary budget, LCAP annual update, interim financial report, second interim financial report, final unaudited report) (Ed. Code, 47604.33; 47606.5.)
- Approval of any independent study policies and procedures (5 CCR 11701, 11702, 11703.)
- Approval of any rules and regulations relating to free speech on school grounds (Ed. Code 48907, 48950.)
- Approval of SB 740 funding requests (5 CCR 11963.3.)
- Selection of annual auditor, approval of audit and approval of any steps to resolve audit findings, exceptions or deficiencies (Ed. Code, 47605(m).)
- Approval of major contracts

MCCS Education Committee

The MCCS Education Committee, through its MAAC Board Representative, will make recommendations to the MAAC Board on MCCS action items. Those items are then brought to the MAAC Board for review and vote to approve or not.

The MCCS Education Committee's composition include the President & CEO of MAAC (and/or designee), a representative from the MAAC Board of Directors, the MCCS Director, a representative from SUHSD, and may include others such as a parent representative, an educator, a representative from a local post-secondary institution, a representative from a partner community based organization, and a business partner. The MCCS Education Committee will invite MCCS teachers and/or staff to provide expert input when making recommendations. This group will represent a broad cross-section of the school community and the school's neighboring community.

The MCCS Education Committee will support the vision, and mission of MCCS by providing recommendations to the MCCS on the following:

- Review, monitor and reinforce key promises of the MCCS Charter Petition.
- Review, advise and monitor student outcome goals.
- Participate in WASC Accreditation and continuous cycle of improvement.
- Advise and participate in the process of revising the teacher evaluation tool.
- Identify resources to support the school's work.
- Build the reputation and perception of MCCS in the surrounding community.
- Build and maintain relationships with school.
- Promote sustainability and leadership development in the school's operations and management.
- Make school budget recommendations, within the context of LCAP and strategic goals.

- Inform the plan for parent and community involvement and support for school programs and change efforts.
- Facilitate student involvement in the community by establishing resources and contacts through community college and other post-secondary institutions.
- Support the development of college and career readiness programs.

It is understood that the SUHSD shall have the right of access to the M CCS school records that are necessary to carry out their oversight responsibilities, and that the records of the charter school are subject to the California Public Records Act.

Expert Support

M CCS may employ consultants, including for the following purposes:

- Back Office Support;
- The development and monitoring of the school's Local Control Accountability Plan (LCAP);
- Data processing and reporting, including training and support for all mandated student assessments, completion of mandated school reports, ADA calculation and submission, and CALPADS data submission and maintenance;
- Legal counsel;
- Programmatic audit;
- Charter modifications or renewal;
- And any other services as deemed necessary.

Parent/Family Representative Involvement

The school recognizes the role of parents as the primary educators of their children. One goal of this charter school is that of empowering parents as educational partners. Parents should feel that their voice and participation at the school influences the development of the total school and its components. Parents will have the opportunity to participate in a variety of meaningful ways at the school site and their presence on campus and assisting teachers in the classroom is most important.

In order to ensure significant parent involvement, the school will have a standing parent involvement training that is open to all parents and guardians and will include the work of the District English Language Advisory Council (DELAC) and English Language Advisory Council (ELAC).

Students may form their own Associated Student Body (ASB) program.

School Based Leadership

School leadership and staff make decisions about the school through democratic processes. The initiatives to enhance student learning and academic standards can come from any member of the faculty or staff. The Steering Committee is the primary leadership and decision-making body comprised of: MCCA Director, Dean of Students, Academic Counselor, and Department Lead Staff. It is the Steering Committee that annually leads the revision of the school's mission and vision, school-wide learning outcomes and professional development plan for the entire faculty and staff. Through the Steering Committee Study/Action Groups are formed. The work of the Study/Action Groups is to lead research-based, professional development and school-wide action in the areas of: Critical Pedagogy, Restorative Justice, Assessment, Technology and Attendance. Each staff person is an active member of his or her self-selected Study/Action Group. These groups can expand each year and are based on current site needs.

Ultimately, it is the Steering Committee that discusses and approves any activity or change to the educational program which will then be brought to the entire staff for further discussion and consensus on the changes and or initiatives. The decisions about when and how to implement these are decided by group consensus, with all staff having to understand and agree to the decision before it is implemented. There are strategic times set aside for intentional assessment and monitoring of progress on implemented changes and initiatives.

SECTION 4: HUMAN RESOURCES

Employee Qualifications (Element 5)

MCCS staff and teachers should be reflective, to the extent possible, of the diversity of the community in gender and ethnicity. Parents, community members, and staff should see themselves as teachers and role models. Employees are committed to developing the social, civic, character, and academic development of each student. They have a passion for lifelong learning in a positive environment where they can be viewed as coaches and facilitators of learning.

Selection and appointment of MCCS's staff members shall be the exclusive prerogative of MCCS as exercised by MAAC. Persons who work at the charter school shall be selected, employed, and released by MAAC who will set the terms and conditions of employment.

MCCS will not discriminate against any applicant on the basis of his/her race, creed, color, national origin, age, gender, disability, or any other basis prohibited by law. Parents and/or students will be involved, as much as is practicable, in MAAC's selection process for the Director and, with the Director, in the identification of staff. It is the intent of petitioner to utilize MAAC's extensive network of community contacts in securing excellent personnel.

MCCS Director

The President/CEO of MAAC is hired by and reports to the MAAC Board of Directors. He/she approves the hiring, supervision, evaluation and retention of the Director of MCCS. The Director is a MAAC employee, subject to the roles, responsibilities and procedures of MAAC. The Director at MCCS should have demonstrated successful school leadership experience and a comprehensive educational vision that is consistent with the mission of MAAC and MCCS and its educational program. In addition, the Director should possess skills in selecting and supervising teachers, technology and data analysis, and business and facilities management. Experience in a school serving a high-risk urban population, including minority students, is required. Teaching experience, a California administrative credential and a Master's degree are preferred. Experience in community organizing and capacity building, consensus building and creating partnerships are desirable, as are grant writing experience and fluency in Spanish.

Teacher Qualifications

- A Bachelor's degree or higher;
- A clear California Teaching Credential at hire, or within two (2) years of employment;
- CLAD or BCLAD certification;
- Successful teaching experience with at-risk students;
- Knowledge of WASC and Common Core standards and requirements.

Health & Safety Procedures (Element 6)

MCCS will ensure that the school's facility will comply with applicable building codes, Federal American Disabilities Act (ADA) access requirements, and will maintain on file records documenting such compliance, which are available for inspection.

Procedures to ensure the health and safety of staff and pupils at MCCS shall include but not be limited to:

- Responses to disasters and emergencies including fire and earthquakes;
- Policies related to blood-borne pathogens;
- Policies regarding immunizations;
- Policies regarding transgender students as stated in AB 1266;
- Policies and procedures regarding student abuse reporting;
- And will keep current with any changes in charter law regarding health and safety.

Applicable federal and state laws as relative to health and safety will also be followed. The school will be financially responsible for all costs of complying with health and safety matters and, should the SUHSD receive funding for such health and safety matters based on charter school student counts, this funding will be provided to the charter school.

MCCS shall comply with all provisions of Education Code 44237, including criminal background checks as required by the law. Teachers shall comply with the credential requirements of the Charter School Law effective January 1, 1999. School employees and volunteers are all required to submit tuberculosis screenings and received clearance to work at MCCS every four years. MCCS shall monitor all credentials, fingerprint checks, and employment clearances. Such verification shall be maintained in files that are readily accessible for review by the authorizing district as allowed by law.

The school's nutritional program, if provided, is the responsibility of MCCS with the anticipation that a Memorandum of Understanding (MOU) between the school and SUHSD can include this service to be provided by SUHSD.

Records of student immunization shall be maintained. MCCS shall require all enrolling students to provide documentation of immunization in accord with the requirements of Health and Safety Code Sections 120325-120375 and CA administrative Code Section 6000-6075.

MCCS will develop further health, safety, and risk management guidelines in consultation with its insurance carriers and risk management experts. MCCS agrees to purchase premises liability insurance listing the SUHSD as an additional insured.

Retirement Contribution (Element 11)

Certificated, classified, and other staff members of MAAC Community Charter School shall retain all previously vested rights, subject to law, in their respective retirement systems, including, but not limited to STRS, PERS, and the Social Security System.

MAAC certificated charter school employees currently are offered the State Teachers Retirement System (STRS) program and will be offered participation in that or another retirement program going forward. Such program shall be at the discretion of MAAC and it may include, but is not limited to, the Federal Social Security system, the State Teacher Retirement System, TIAA/CREF or the Public Employees Retirement System.

Employee Rights When Working at MCCS (Element 13)

MCCS, through MAAC, will hire all school staff in conformance with the background and credentialing requirements required under the law. In the event that emergency certification is applied for on behalf of any teacher, petitioner will do so through the district. MAAC will perform required background checks, and may choose to do so through the district or through any arrangement that the Sweetwater Union High School District may have with a third party. No public school district employee shall be required to work at MCCS. Any employee who so desires shall be considered for employment through an open application process, and, if hired, shall be an employee of MCCS through MAAC, which shall have the authority to hire and terminate the position, in accordance with the agreement between MCCS and the employee.

Unless otherwise provided by the district, charter school staff shall have no right of return to the Sweetwater Union High School District.

Layoff/Dismissal Rights

In situations where discipline of an employee becomes necessary, MAAC will, when appropriate, pursue progressive communication and action (including but not necessarily limited to being given a reasonable opportunity to improve performance, suspension without pay, or termination of employment).

Work Year/Day

The full work year for teachers may be extended to include up to 210 work days and the work day will be eight hours. During the year, the school will be in session for 181 days or at least the amount of days required by California Education Code. The school calendar shall be approved by MAAC's President/CEO.

Dispute Resolution Procedure

Except as otherwise provided by contract or required by law, a claim by an employee that a term of employment at MCCS has been misinterpreted, misapplied, or violated with respect to the employee shall be resolved through the Dispute Resolution procedure outlined in MAAC's Personnel Policies.

Insurance & Safety Policy

MCCS will purchase and maintain as necessary general liability, automotive liability, errors and omissions, property, workers compensations, and unemployment insurance policies through its own insurance program or through the Sweetwater Union High School District.

MCCS will develop health, safety, and risk management guidelines in consultation with its insurance carriers and risk management experts or through those persons recommended by the Sweetwater Union High School District.

Personnel Policies

MCCS shall develop personnel policies that will be reviewed by MCCS's Education Committee in conjunction with MAAC Human Resources and the charter school's legal counsel for compliance with applicable laws. The school's personnel policies will follow the policies and procedures established by MAAC. In addition to the MAAC policies and procedures manual, a charter school staff handbook will be developed for the school staff.

Health & Welfare Benefits

MAAC non-certificated charter school employees are offered the same health and welfare benefit options as other MAAC employees. MAAC certificated charter school employees currently are offered participation in the SUHSD health and welfare benefits plans. Going forward, certificated staff will be offered participation in either MAAC or SUHSD health and welfare plans. Such benefits shall be at the discretion of MAAC.

Salary

Teachers and other employees will be placed on the charter school salary schedule according to the responsibilities that they assume.

Evaluation Procedure

The Director shall have the right to observe and evaluate staff using an evaluation procedure based on the California teacher standards. The purpose of the performance appraisal system is to promote greater accountability by leading to changes in professional practice that result in the continuous improvement of student achievement. The assessment will include, but need not be limited to:

- An analysis of student achievement based on a review of progress in the Individualized Student Plan or such other specific assessments as may be permitted by law;
- Observations by the Director in professional settings;
- Accomplishment and growth consistent with core professional expectations as documented by the teacher in a professional performance improvement program;
- A self-assessment based on adherence to the vision and mission of the school;
- Community presence and involvement including frequency of parent contact and parent/student satisfaction as measured by surveys.

The Director will be evaluated by his/her supervisor at MAAC with input from the MCCS Education Committee and other relevant stakeholders as well as from the California Professional Standards for Educational Leaders (CPSELs). The evaluation shall be submitted annually to the President & CEO of MAAC and the MAAC Board.

Employee Representation (Element 15)

For purposes of the Educational Employment Relations Act, all employees shall be considered employees of MAAC. MAAC recognizes the employee's rights under EERA provisions to organize for collective bargaining. The fact that an employee chooses to become a member of a particular exclusive representative other than MAAC shall not make any collective bargaining agreement applicable to the school.

The MCCS Director and/or designee will select all school staff with the approval of the President & CEO of MAAC. MAAC shall have the authority to create and to eliminate MCCS positions at its sole discretion. MAAC retains the right to establish its own lawful procedures for discipline and dismissal.

SECTION 5: STUDENT POLICIES

Non-Discrimination (Element 7)

Pupils will be considered for admission without regard to ethnicity, race, or national origin. The school wills strive to achieve a racial and ethnic balance of students and staff that reflects the entire school district.

Targeted marketing in order to ensure racial balance will include print and electronic media, community, and regional outreach through flyers, direct presence at service group meetings within and outside the community, and direct mail where appropriate. The school shall comply with all applicable court orders relative to enrollment processes where such orders are now or may in the future be in place.

Although MAAC was formed nearly fifty years ago as an advocate for and to serve the Latino population of San Diego County, it has always been inclusive in its outreach to low-income peoples of all races and ethnic origins. MAAC's programs serve an extremely diverse population and mirrors this ethos for MCCS.

Admission Requirements (Element 8)

MCCS is a public school committed to equal opportunity, is non-sectarian, and employs no admissions exams or special admissions requirements. Admission to MCCS is open to all residents of the State on a non-discriminatory basis without regard to race, color, national origin, disability, creed, sex, ethnicity, behavior, age, ancestry, proficiency in English language or academic achievement.

MCCS is a school of choice. Students can come from any school district but if the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing, and preference will be given to students residing in the Sweetwater Union High District. Per Ed Code 47614.5, MCCS is physically located in the attendance area of, J. Calvin Lauderbach Elementary School in which 70 percent or more of the pupil enrollment are eligible for free or reduced priced meals and MCCS gives a preference in admissions to pupils who reside in the J. Calvin Lauderbach Elementary School's attendance area where MCCS is located.

If more students apply than can be admitted, then a waiting list will be utilized according to date of completed registration materials. A waiting list will only be in effect during the first five days of each quarter, as enrollment is closed on the sixth day.

Admission Timelines

MCCS conducts open enrollment four times each school year, five times when summer school is available based on funding. Enrollment occurs approximately four to six weeks before the start of a new quarter. Once a quarter starts and has reached its fifth day, enrollment is closed for that quarter. Interested students can participate in an introductory interview during new student enrollment.

When students and families are considering MCCS, they participate in an introductory interview with a member of the MCCS Administrative team. During this interview the prospective students' academic and behavioral history is reviewed as well as goals and plans for the future. During this interview potential students are introduced to the expectation that as an Eagle Warrior, our school mascot, they use their P.O.W.E.R. (Potential, Ownership, Wisdom, Expectations, and Respect). At MCCS we believe it is through multiple leadership opportunities and service learning that students can truly recognize, embrace and use their P.O.W.E.R. Each potential student and parent will be provided an opportunity to sign the "MCCS Agreements" showing their support for and commitment to the expectations of students, and parents. Pursuant to Education Code section 47605(d)(2)(A), MCCS admits all pupils who wish to attend the school.

If a student is enrolled and does not appear for school during the first five days of the quarter, he/she will be dropped from the school roster and will have to participate in an introductory interview during the enrollment period for the following quarter. If there is a waiting list, his/her place will be given to a student on the waiting list in the order of the list.

Suspension & Expulsion Policies (Element 10)

The criteria for suspension and expulsion of students at MAAC Community Charter School will be consistent with state and federal laws that apply to MCCS.

Consistent with the efforts to offer the school community the opportunity to contribute to the governance of the school, specific suspension and expulsion procedures that comply with constitutional standards of due process may be reviewed by the school community at the beginning of each school year. This process will provide parents and students with an opportunity to exercise such leadership skills as problem solving, negotiation, shared decision making, and conflict resolution, as well as fostering a sense of personal and community responsibility.

MCCS will provide students due process hearings in conformity with the requirements of state and federal law regarding discipline, special education, confidentiality, and access to records. Student rights to an education during suspension will be addressed in compliance with the documents referenced above and in conformance with AB 2728.

This process will provide parents and students with an opportunity to exercise such leadership skills as problem-solving, negotiation, shared decision-making, and conflict resolution, as well as fostering a sense of personal and community responsibility. The ultimate purpose of the suspension and expulsion

procedures will be to ensure a safe and effective learning environment. Successful procedures will provide for due process, be specific and concrete, and be supported by the school community.

While suspensions and expulsions are to be regarded as a last resort, the following represent some of the suggested grounds for such action:

- The threat, causation, or attempted causation of physical injury to another person
- Willful use of force or violence on another person, except in self-defense
- Possession of a weapon (e.g., firearms, knives, and explosives or other dangerous object) unless the student had obtained written permission to possess the item from a certificated school employee, with the concurrence of the Director or designee
- Unlawful possession, use, sale, offer, or being under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.
- Unlawful offer, arrangement, or negotiation to sell and controlled substance as defined in Health and Safety Code 11053 et seq., alcoholic beverages, or intoxicant of any kind, and then sold, delivered or furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant;
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property
- Stole or attempted to steal school property or private property
- Possessed or used tobacco, or any products containing tobacco or nicotine (except as an ingredient of a prescribed drug that requires ingestion during school hours), including cigars, cigarettes, clove cigarettes, smokeless tobacco, snuff, chew packets and betel
- Committed an obscene act or engaged in habitual profanity/vulgarity
- Unlawfully possessed, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code section 11014.5
- Disrupted school activities or otherwise willfully defied the valid authority or supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties
- Knowingly received stolen school property or private property
- Possessed an imitation firearm, defined for this section to mean a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm
- Committed or attempted to commit a sexual assault or sexual battery as defined in Penal Code 261, 266c, 286, 288, 288a, 289, and 243.3
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness

- Committed sexual harassment as defined in Education Code section 121.5 by a student in grades 4-12
- Caused, attempted to cause, or threatened to cause, or participated in an act of hate violence as defined in Education Code section 33032.5 (e) and 48900.2, by a student in Grades 4-12
- Engaged in harassment, threats, or intimidation directed against a student or group of students, that is sufficiently severe or pervasive as to have the effect of disrupting classwork, creating substantial disorder, and invading student rights by creating and intimidating or hostile school environment
- Made terrorist threats against school officials or school property, or both- “terrorist threats” defined as any written or oral statement by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person including family members, or damage to school district property in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out
- Assault or battery, as defined in Penal Code, upon any school employee.

Prior to suspending a student for a period of ten days or less, if circumstances permit, the student and his/her parents shall be given a written statement of the reasons for suspension. The student and his/her parents shall also be given an opportunity to meet with the Director or designee to present any evidence as to why suspension should not be imposed. If circumstances require an immediate suspension, written notice and an opportunity to meet shall be provided to the student and his/her parents within three days of suspension.

If a student is to be suspended for more than ten days, or if an expulsion is recommended, the following procedures apply prior to the Director making the recommendation. The student must be given written notice of proposed long-term suspension or expulsion and of the reasons therefor. If the student or his/her parents contest the proposed disciplinary action, a hearing shall be held before a quorum of the MCCA Education Committee, staff representative, and a community member to present evidence of his or her own behalf. The written notice to the student of the proposed disciplinary action must advise the student of the above listed rights, and must specify the date, time and place of the disciplinary hearing. The disciplinary hearing shall be held within thirty days from the date of the student was originally suspended. The recommendation of the MCCA Education Committee shall be considered for approval or further action by the President & CEO of MAAC or his/her designee, whose decision is final.

Prior to enrollment, parents will be provided an opportunity to sign and agree to a statement of parental commitment to attend parent meetings and conferences, deepen their knowledge of the school’s curriculum and philosophy, and to support the work of the schooling the home. It is not the intent of petitioner to deny access to the education offered at the charter school, while at the same time understanding that the schools mission and vision ought to be shared and understood by each student and their family.

Public School Attendance Alternatives (Element 12)

As per state law, no governing board of a school district shall require any pupil enrolled in a school district to attend a charter school. Transportation is a student/parent responsibility for families who choose to attend MAAC Community Charter School, with the exception of any student whose IEP may mandate district-provided transportation, and students who qualify as homeless.

Dispute Resolution (Element 14)

Dispute Resolution Process- Parents, Legal Guardians, Students

With respect to disputes arising from members of the school community who are not employees but are parents, legal guardians, or students, complaints should be brought to the teacher first. If resolution is unsuccessful, the MCCS Director shall intervene for a final decision or further action.

MCCS will investigate any complaints alleging failure to comply with applicable laws, and will seek to resolve those complaints in accordance with the complaint procedures set out herein. MCCS will use the formal complaint procedure set forth in its Uniform Complaint Procedure to provide a uniform system of complaint processing for the following types of complaints:

- (1) Any complaints alleging unlawful discrimination, harassment, intimidation or bullying in MCCS's programs and activities based on actual or perceived race or ethnicity, color, ancestry, national origin, nationality, ethnic group identification, age, religion, marital or parental status, mental or physical disability, sex or sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.
- (2) Any complaints regarding MCCS's failure to comply with the prohibition against requiring students to pay fees, deposits or other charges for participation in educational activities, the requirements for the development and adoption of a school safety plan, and state or federal laws in adult educational programs, consolidated categorical aid programs, migrant education, career technical and technical education training programs, child and development programs, child nutrition programs and special education programs.

Dispute Resolution Process- District

California Education Code Section 47605 (b) (1 4) requires that a charter designate the procedures to be followed by the charter school and the district in the event of a dispute relating to the provisions of the charter.

MCCS is governed by the MAAC Board, as set out in Element Four of this charter application. The Board is responsible for the governance and operation of the school in accordance with the provisions of the charter and their respective mutual partnership agreements.

In the event of a dispute between MCCC and SUHSD concerning the charter, the SUHSD shall provide written notice to the other of the nature of the dispute and the facts which the party believes supports the failure to comply. This notice shall be provided within 15 calendar days of when the party either knew or should have known of the possible violation unless there are extenuating circumstances. In an emergency, where oral notice preceded written notice, the oral notice shall be immediately followed by written notice.

After the receipt of the notice, the Superintendent of the Sweetwater Union High School District or designee and a representative of MAAC shall meet to try and resolve the dispute. If a resolution is reached, a written description of that resolution shall be drafted and signed and preserved as guidance for future action.

If no resolution is reached, the matter shall be submitted to a mediator experienced in conflict resolution and educational issues. The first opportunity for striking shall be determined by lot. The parties shall alternatively strike until one name remains. Within 10 calendar days of appointment or otherwise mutually agreed, the parties shall meet to resolve the dispute. Any agreements reached shall be written and preserved as set out in paragraph (d) above.

If the agreement is unresolved 15 calendar days after the meeting, either party may request that the State mediation and Conciliation Service provide names of arbitrators experienced in matters relating to the schools of California. This shall be a non-binding arbitration process. Using the striking process set out above, and arbitrator shall be chosen who shall allow for a hearing in which both parties may submit evidence in support of their positions.

The award of the arbitrator must be provided within 15 calendar days of the hearing and shall be referred to the MAAC Board and the School Board of the Sweetwater Union High School District. The arbitrator shall have no power to add to, subtract from, or otherwise modify the charter. The formal rules of evidence shall not be applicable at the hearing, and either party may choose or not choose to be represented by counsel. Each party shall bear its own costs and evenly divide the cost of the mediation and arbitration. The award of the arbitrator shall be preserved and guide how future disputes with same or similar issues are resolved.

SECTION 6: FINANCIAL PLANNING, REPORTING AND ACCOUNTABILITY

Financial Audit Process (Element 9)

Fiscal

MCCS and the SUHSD develop a mutually agreeable Memoranda of Understanding (MOU) annually that describes the school's revenue and specifies the process by which specific programs which are excluded from any Block Grant may be applied for. This MOU encompasses the following understandings:

- Implement the fiscal regulations approved by the State Board of Education pursuant to the requirements of EC 47600 *et seq.* and its amendments;
- Compensate the Sweetwater Union High School District for the value of any direct services requested by the charter school and provided by the Sweetwater Union High School District (understanding that the Sweetwater Union High School District will provide the charter school with a cost estimate for services requested and approved by the Sweetwater Union High School District);
- Address funds transfer and fiscal overview procedures; and
- MAAC will be responsible for all costs in operating the charter school outside of any stipulations in the charter document or associated memoranda of understanding.

In addition to the revenue sources specified in the Charter School Block Grant per AB1115 (Chapter 78 Statutes of 1999), the Sweetwater Union High School District will distribute to MCCS other revenue sources that the Sweetwater Union High School District may share with the school, to the extent that the charter school students and programs generate funding payments. These other revenue sources can include, but are not limited to, the following sources and programs.: the California State Lottery; State summer school funding; categorical block grants; charter school funding from the California Department of Education; the federal government, or other sources; any other available or mutually agreeable sources and funding for programs.

Accountability & Annual Audit

Sweetwater Union High School District and the MAAC Board of Directors will review the fiscal integrity of MCCS in order to ensure that sound financial procedures are in place and are being followed. The adherence to these best practices by MCCS is a condition for the continuance of the charter.

MCCS will, at its own expense, contract for the services of an independent, certified public accountant to conduct an annual financial audit in compliance with existing charter law. This audit will, at a minimum, include an audit of the school's financial statements, and attendance accounting records and practices.

Business Practices and Contracting for Services & Goods

MCCS may contract with Sweetwater Union High School District for goods or services which Sweetwater Union High School District, at its discretion, may choose to make available. Such contracts,

however, shall not be construed to negate the operational independence of the school from Sweetwater Union High School District.

All Sweetwater Union High School District property used by the charter shall be protected by insurance satisfactory to the Sweetwater Union High School District.

MCCS may contract for accounting, budgeting, payroll, and independent audit services with the Sweetwater Union High School District, or a commercial firm.

School Site

MCCS is currently located within the Sweetwater Union High School District at 1385 Third Avenue in Chula Vista, California. The school site facility is owned by MAAC Community Center Inc. a 501(c)(3), nonprofit corporation solely owned and operated by MAAC. The school is responsible for securing maintenance, cleaning, rental and operational costs of this facility it occupies.

School Closure Protocol (Element 16)

All goods and materials purchased by MCCS shall remain the property of MAAC notwithstanding any revocation or nonrenewal of the MCCS charter. Should MAAC dissolve, all of its property and assets will be liquidated according to state law governing Public Benefit Corporations. Sweetwater Union High School District materials and property donated or loaned to MCCS will be properly inventoried and returned to the Sweetwater Union High School District on withdrawal of charter status.

The following are closing procedures that abide by California Education Code § 47605(b)(5)(P), should the school close. The decision to close the school, either by the MAAC Board or revocation or nonrenewal of the charter, will be documented in a Closure Action. The Closure Action will be deemed to have been automatically made when any of the following occur:

- The charter is revoked for a material breach of the charter, and in accordance with the State regulations with regard to revocations, or not renewed by the Chartering Agency and MCCS has exhausted its appeal rights;
- MAAC Board of Directors votes to close the school.

In the event of such a Closure Action, the following steps are to be implemented:

1. Written notification, to parents/guardians/caregivers of the enrolled students of MCCS, will be issued by MCCS promptly after the determination of a Closure Action. Written notification is also to be made to the Chartering Agency, SELPA, County Superintendent of Schools, the retirement systems, and the California Department of Education within the same time frame, with the date of closure, and the name and contact information for the person to whom reasonable inquiries may be made. The action will identify the reason for closure.
 - a. The written notification will also include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records. All transfer of student records will be made in compliance with the Family Educational Rights and Privacy Act

("FERPA") 20 USC Section 1232g. M CCS will ask the pupils' school districts of residence to store original records of charter school students if the pupil's parents do not request that records be transferred to another educational institution.

- b. Parents will also be provided with student information that includes date of closure, grade reports, discipline records, immunization records, completed coursework, and credits that meet graduation requirements.
2. A financial closeout audit of the school will be paid for by M CCS to determine the disposition of all assets and liabilities of M CCS, including plans for disposing of any net assets. The final independent audit shall be completed within six (6) months after the closure of the school and will be provided to the Chartering Agency promptly upon its completion. An independent auditor who is on the State's approval list of education auditors will employ generally accepted accounting principles to conduct this audit. Any liability or debt incurred by M CCS will be the responsibility of M CCS and not the Chartering Agency.
3. In accordance with state law, all unrestricted assets (acquired with public or private funds) including but not limited to, all real estate properties, capital outlay and equipment, personal properties, intellectual properties, all ADA apportionments, and other revenues generated by students attending M CCS, remain the sole property of MAAC and, if the corporation dissolves, shall be distributed in accordance with the distribution plan adopted by the corporation. The distribution plan may include allocation to other charter schools, or other public or nonprofit entities, in accordance with state law.
4. For six (6) calendar months from the Closure Action, or until the budget allows, whichever comes first, sufficient staff as deemed appropriate by MAAC Board of Directors, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers. All other staff employment will be terminated upon Closure Action.
5. MAAC Board of Directors shall adopt a plan for the closure of the school and, if it deems necessary, and in accordance with the requirements of the Corporations Code, the closure of the corporation. The non-profit corporation shall be responsible for all closure-related activities unless MAAC Board of Directors identifies another person to be responsible.
6. In addition to a final audit, M CCS will also submit any required year-end financial reports to the California Department of Education and Chartering Agency in the form and time frame required.



Community Charter School

Local Control & Accountability Plan 2014-15

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: MAAC Community School

Contact: Marisol Rerucha, Principal, mrerucha@maacproject.org (619) 476-0749

LCAP Year: 2014-2015

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?

- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

| Involvement Process | Impact on LCAP |
|---|--|
| <p>MAAC Community Charter School (MCCS), is a direct-funded ASAM charter school serving over 300 students in grades 9-12 in the Community of Chula Vista. MAAC Community School offers students both classroom-based and an Independent Study instructional program.</p> <p>MAAC Community Charter School offers students a unique curriculum in which they learn traditional subjects in relation to real-world issues. Our community-based approach is grounded in the theory of Critical Pedagogy, that provides students with Problem and Project-based Learning environment that encourages an atmosphere in which academic progress is expected and diversity is embraced. In addition, all students are enrolled in an Advisory course that provides them with the tools necessary to excel including study and organizational skills, college and career planning and personalized support.</p> <p>MCCS is open to students 14 – 20 years old and provides the same core education classes offered at district high schools. Our school also offers a Multi-Media Career Pathway Program.</p> <p>MAAC's mission is to maximize self-sufficiency with families and individuals through high quality programs and advocacy in our</p> | <p>After numerous meetings and presentations with stakeholders, MAAC Community School, identified common themes, which are listed below. The input received from various stakeholders served to align the LCAP with the WASC Action Plan, whose focus is to ameliorate student achievement.</p> <ul style="list-style-type: none"> • Provide Professional Development for teachers on CCSS and Instructional Practice for 21st Century Learners • Implement Common Core aligned benchmark assessments • Providing academic intervention/support for struggling students • Increase resources and services to improve parent involvement and provide input opportunities • Continue to develop an infrastructure for ongoing analysis of student performance and progress by providing staff development & collaborative learning time • Developing a strategic plan for students to ensure College & Career Readiness |

| Involvement Process | Impact on LCAP |
|---|---|
| <p>communities.</p> <p>MAAC Community Charter School's vision is to develop youth as successful agents of change for their school, local and global communities. At MCCS students discover their talents and abilities to reach their potential and take ownership of their actions as they earn their high school diploma and prepare for college and/or career.</p> <p>In order to support students in meeting this vision, our mission is to:</p> <ul style="list-style-type: none"> • Provide a safe and accepting environment where diversity is recognized, valued and celebrated. • Provide effective, qualified, and caring staff members who are available to mentor and advocate for all students. • Provide a challenging and creative A-G curriculum through project based learning utilizing critical pedagogy and the Common Core State Standards. • Encourage students to question and connect their experiences to their learning. • Recognize and meet the language needs of English Language through instructional strategies that support understanding and engagement in the English language. • Provide opportunities inside and outside of the classroom for students to develop leadership skills they can use in the community and throughout their lives. • Provide art and multi-media courses that connect students to community and career opportunities. <p>MAAC Community School offers 4 quarters of instruction in addition to a summer program to provide students with the opportunity to earn academic credit toward graduation at an accelerated rate since most incoming students are credit deficient.</p> | <p>There were a total of 153 respondents from the online questionnaire from all stakeholders, comprised of staff, parents and students.</p> <ul style="list-style-type: none"> • 7.5% of respondents identified as school staff • 44% identified as students • 48% identified as parents • 0.5% Community Members |

| Involvement Process | Impact on LCAP |
|--|----------------|
| <p>Beginning April 2014, MAAC Community School began collaborating with stakeholders in the process of planning, implementation and evaluation of educational programs and services for students and families to develop the Local Control & Accountability Plan (LCAP). The following documents were presented and reviewed in the development of the LCAP:</p> <ul style="list-style-type: none"> • MAAC's charter petition • SARC Report • 2012-14 CST Results • Student/school demographic data • MCCS Academic Success • 2013-14 LEA Plan revisions • WASC Visiting Committee Report • CALPADS reporting (FY, LI, EL counts) <p>Our school Principal, Marisol Rerucha held informational meetings for stakeholders in May 2014 that included presentations on LCAP/LCFF in both English and Spanish language. In addition, an online LCAP questionnaire was also developed and made available to all stakeholders in English and Spanish that addressed each of the 8 State Priorities. Links to the questionnaire and presentation were posted in the school's website, correspondence was sent home. The results from the questionnaire were reviewed and shared with stakeholders and were used in the development of this LCAP report.</p> <p>A draft version of the LCAP was presented to all stakeholders and posted on our school's website for additional feedback, review and consultation, on June 10, 2014. In addition, our school's governing board was also presented with the draft version of the LCAP report for their review and input by the school Principal.</p> | |

| Involvement Process | Impact on LCAP |
|---|----------------|
| <p>On June 26, 2014, the MAAC Community School Governing Board, approved the school's LCAP and the 2014-15 Final budget for implementation and submission to its authorizer Sweetwater Union School District.</p> | |

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|--|--|--|--|--|---|---|---|--|
| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| NEED: To provide all students with common-core aligned curriculum; increase high school graduation | GOAL #1: Students will have equitable access to rigorous, well-rounded, standards-aligned curricula, by | All Students | MAAC Community Charter | | 100% of students will receive instruction from a fully certified, high quality teacher; | 100% of students will receive instruction from a fully certified, high quality teacher; | 100% of students will receive instruction from a fully certified, high quality teacher; | Priority 1: Basic Services Priority 2: Implementation of Common Core State Standards Priority 4: |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|---|---|--|--|--|--|--|--|--|
| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| <p>rates, college attendance rates</p> <p>METRIC: SARC Report, CALPADS, Diagnostic & Benchmark Assessment, CAASPP, PSAT, SAT, EAP, # of students college ready</p> | highly qualified teachers, that assures readiness for a full-range of post-graduation options | | | | <p>100% of students will have access to Common Core standards-aligned curriculum & instructional materials</p> <p>Research, & select Common Core Aligned Diagnostic & Benchmark assessments for ELA & Math</p> <p>100% of Grade 11 Students will select the EAP option for CAASPP in ELA</p> | <p>100% of students will have access to Common Core standards-aligned curriculum & instructional materials</p> <p>Implement Common Core Aligned Diagnostic & Benchmark assessments in ELA & Math</p> <p>100% of Grade 11 Students will select the EAP option for CAASPP in ELA</p> | <p>100% of students will have access to Common Core standards-aligned curriculum & instructional materials</p> <p>Expand CCSS Aligned Diagnostic & Benchmark assessments to include History & Science.</p> <p>100% of Grade 11 Students will select the EAP option for CAASPP in ELA</p> | <p>Student Achievement</p> <p>Priority 5: Student Engagement</p> <p>Priority 7: Course Access</p> <p>Priority 8: Other Student Outcomes</p> |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|--|---------------------|--|--|--|---|--|---|--|
| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| | | | | | & Math 70% of Grade 10 students (CELDT level: Early Advanced & above) will take the PSAT 70% of Grade 11 students (CELDT level: Early Advanced & above) will take the SAT/ACT Expand course availability to include UC A-G courses | & Math 80% of Grade 10 students will take the PSAT 80% of Grade 11 students (CELDT level: Early Advanced & above) will take the SAT/ACT Obtain UC Approval for additional courses | & Math 90% of Grade 10 students will take the PSAT 90% of Grade 11 students (CELDT level: Early Advanced & above) will take the SAT/ACT Establish a baseline for the percentage of students by subgroup on | |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|--|--|--|--|--|--|---|--|--|
| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| | | | | | Develop baseline growth targets for Students with Disabilities. | Develop a strategic plan for providing Honors & AP courses Monitor & Ensure growth targets for Students with Disabilities are met. | track for UC A-G Completion Provide Honors or AP Courses Monitor & Ensure growth targets for Students with Disabilities are met. | |
| NEED: To provide effective instruction to support structured | Goal #2: Teachers will receive professional development on research- | All Students English Learners | MAAC Community Charter | | 100% teachers will implement various types of pedagogical strategies. | 100% teachers will implement various types of pedagogical strategies. | 100% teachers will implement various types of pedagogical strategies | Priority 1: Basic Services Priority 2: Implementation of Common Core |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|---|--|--|--|--|---|---|---|--|
| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| <p>language development, and develop an effective program to identify, assess, support and serve English Language Learners and their families</p> <p>METRIC: SARC Report, CAASPP, CELDT, Diagnostic & Benchmark Assessments, classroom observation</p> | <p>based strategies, CCSS ELA & ELD frameworks to improve EL attainment of English proficiency while mastering content</p> | | | | <p>100% of students will have access to Common Core standards-aligned instructional materials and supplemental materials;</p> <p>Research & select ELA benchmark assessments for pre/post reading assessments.</p> <p>Establish baseline CELDT growth</p> | <p>100% of students will have access to Common Core standards-aligned instructional materials and supplemental materials;</p> <p>Implement individual EL progress in learning English using benchmark assessments & pre/post reading assessments.</p> <p>EL students will progress at least one</p> | <p>100% of students will have access to Common Core standards-aligned instructional materials and supplemental materials;</p> <p>Monitor individual EL progress in learning English using benchmark assessments & pre/post reading assessments.</p> <p>EL students will progress at least one</p> | <p>State Standards</p> <p>Priority 4: Student Achievement</p> <p>Priority 5: Student Engagement</p> |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|---|---|--|--|--|--|---|---|--|
| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| | | | | | targets. | performance level annually using the CELDT. | performance level annually using the CELDT. | |
| NEED: To strengthen parent involvement to support student achievement & school climate METRIC: Parent volunteer roster, parent workshop calendar, monthly meetings agenda, parent survey | GOAL #3: Increase resources and services to improve parent involvement and provide input opportunities | All Students | MAAC Community Charter | | Host at least 2 volunteer related events for parents (training opportunities, & strategies) Host at least 3 workshops for parents on issues relevant to the school's program. Develop a strategic plan to increase | Provide meaningful volunteer opportunities for parents that support the school's program. Host at least 4 workshops for parents on issues relevant to the school's program. Host quarterly brunch w/the Director. | Continue to provide meaningful volunteer opportunities for parents that support the school's program. Host at least 5 workshops for parents on issues relevant to the school's program. Host quarterly brunch w/the Director. | Priority 2: Implementation of the Common Core State Standards Priority 3: Parental Involvement Priority 4: Student Achievement Priority 5: Student Engagement Priority 6: School Climate |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|---|---|--|--|--|---|---|---|--|
| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| | | | | | family & community involvement Administer annual parent survey | Administer annual parent survey | Administer annual parent survey | |
| NEED: To develop an effective & efficient method for collecting, disaggregating, analyzing & reporting data; To assess efficacy of intervention programs METRIC: Diagnostic, Benchmark | GOAL #4: Continue to develop an infrastructure for ongoing analysis of student performance and progress by providing staff development & collaborative learning time | All Students | MAAC Community Charter | | Develop a strategic plan to strengthen the school's infrastructure and method of implementing, collecting, disaggregating, and analyzing student achievement data. Provide workshops for students on | Implement the strategic plan to strengthen the school's infrastructure and method of implementing, collecting, disaggregating, and analyzing student achievement data. Provide workshops for students on | Implement the strategic plan to strengthen the school's infrastructure and method of implementing, collecting, disaggregating, and analyzing student achievement data. Provide workshops for students on | Priority 4: Student Achievement Priority 5: Student Engagement Priority 6: School Climate Priority 8: Other Student Outcomes |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|--|---------------------|--|--|--|---|---|---|--|
| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| assessments, SARC Report, SST Meetings | | | | | <p>how to monitor, develop growth targets, & take ownership of their academic performance, assessments & path toward graduation & college readiness.</p> <p>Use data to strengthen SST Program & provide targeted academic intervention for at-risk students.</p> | <p>how to monitor, develop growth targets, & take ownership of their academic performance, assessments & path toward graduation & college readiness.</p> <p>Use data to strengthen SST Program & provide targeted academic intervention for at-risk students.</p> | <p>how to monitor, develop growth targets, & take ownership of their academic performance, assessments & path toward graduation & college readiness.</p> <p>Use data to strengthen SST Program & provide targeted academic intervention for at-risk students.</p> | |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|---|---|--|--|--|---|--|--|--|
| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| NEED: To implement a positive behavior practice; policies & procedures that support student learning and engagement METRIC: Attendance Rates, Suspension rates, HS dropout; HS Graduation rates; student survey, CAHSEE & PSAT/SAT participation rates | GOAL #5: Engage the entire school community in a positive, nurturing and inviting school climate with high, clear expectations for success and support when required | All Students | MAAC Community Charter | | 50% of students will participate in Student Led Conference & Showcase Presentations w/rubrics developed by teachers Staff will undergo training on Restorative Practice for school wide practice. Develop policies & procedures that support the school's program and | 75% of students will participate in Student Led Conference & Showcase Presentations w/rubrics developed by teachers All students will undergo Restorative Practice Training during summer orientation. Review and revise policies & procedures that support the school's program and | 100% of students will participate in Student Led Conference & Showcase Presentations w/rubrics developed by teachers Strengthen Restorative Practice school wide. Continue to review, and revise policies & procedures that support the school's | Priority 4: Student Achievement Priority 5: Student Engagement Priority 6: School Climate |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|--|---------------------|--|--|--|--|--|--|--|
| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| | | | | | <p>student learning.</p> <p>Students will have access to an increased number of counselors and/or mental health providers to support student needs</p> <p>Increase ADA by 1%</p> <p>Decrease suspension rates by 5%</p> <p>Host at least 2 school wide recognition</p> | <p>student learning.</p> <p>Students will have access to an increased number of counselors and/or mental health providers to support student needs</p> <p>Increase ADA by 1%</p> <p>Decrease suspension rates by 5%</p> <p>Host at least 2 school wide recognition</p> | <p>program and student learning.</p> <p>Students will have access to an increased number of counselors and/or mental health providers to support student needs</p> <p>Increase ADA by 1%</p> <p>Decrease suspension rates by 5%</p> <p>Host at least 2 school wide recognition</p> | |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|--|---------------------|--|--|--|---|---|---|--|
| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| | | | | | assemblies & student awards Hosts Field Trips to Colleges/ Universities Provide CAHSEE Prep Course Provide PSAT/ SAT Workshops | assemblies & student awards Hosts Field Trips to Colleges/ Universities Provide CAHSEE Prep Course Provide PSAT/ SAT Workshops | assemblies & student awards Hosts Field Trips to Colleges/ Universities Provide CAHSEE Prep Course Provide PSAT/ SAT Workshops | |

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?

- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|---|--|---|--|---|---|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| GOAL #1: Students will have equitable access to rigorous, well-rounded, standards-aligned curricula, by highly qualified teachers, that assures readiness for a full-range of post-graduation options | Priority 1: Basic Services | Teacher Quality, Highly Qualified Teacher Authorizations, CLAD Certification, BTSA Program Costs | LEA-wide | | LCFF Base-phase in Entitlement \$1,250,000 For general ed salaries, services, and materials | LCFF Base-phase in Entitlement \$1,500,000 For general ed salaries, services, and materials | LCFF Base-phase in Entitlement \$1,750,000 For general ed salaries, services, and materials |
| | Priority 2: Implementation of Common Core State Standards | | | | | | |
| | Priority 4: Student Achievement | Costs for teachers to receive training for AP courses | | | Title II \$2,500 For training | Title II \$2,500 For Training | For Training Title II \$2,500 |
| | Priority 5: Student Engagement | Costs for full time academic counselor/ Dean of Students | | | LCFF Base-phase in Entitlement \$156K for personnel | LCFF Base-phase in Entitlement \$156K for personnel | LCFF Base-phase in Entitlement \$173K for personnel |
| | Priority 7: Course Access | | | | | | |
| | Priority 8: Other Student Outcomes | | | | | | |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|---|---|---|---|---|---|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| GOAL #1: Students will have equitable access to rigorous, well-rounded, standards-aligned curricula, by highly qualified teachers, that assures readiness for a full-range of post-graduation options | Priority 1: Basic Services | Costs associated with the purchase of Common Core Aligned curriculum & instructional materials for: <ul style="list-style-type: none"> • ELA & Math (2014-15) • History (2015-16) • Next Generation Science Standards Curriculum & Science Lab Materials (2016-17) | | | LCFF Base-phase in Entitlement \$12,500 to purchase curriculum | LCFF Base-phase in Entitlement \$15,000 to purchase curriculum | LCFF Base-phase in Entitlement \$20,000 to purchase curriculum |
| | Priority 2: Implementation of Common Core State Standards Priority 4: Student Achievement Priority 5: Student Engagement Priority 7: Course Access Priority 8: Other Student Outcomes | | | | LCFF Base-phase in Entitlement \$10,000 for materials and supplies | LCFF Base-phase in Entitlement \$12,000 for materials and supplies | LCFF Base-phase in Entitlement \$15,000 for materials and supplies |
| GOAL #1: Students will have equitable access to rigorous, well- | Priority 1: Basic Services Priority 2: Implementation of Common Core State Standards | Costs associated with research, & selection of Common Core Aligned Diagnostic & Benchmark assessments for | LEA-wide | | LCFF Base-phase in Entitlement \$5,000 for assessments, diagnostic, testing and waivers | LCFF Base-phase in Entitlement \$5,000 for assessments, diagnostic, testing and waivers | LCFF Base-phase in Entitlement \$5,000 for assessments, diagnostic, testing and waivers |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|--|--|--|---|--|---|--|--|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| rounded, standards-aligned curricula, by highly qualified teachers, that assures readiness for a full-range of post-graduation options | Priority 4: Student Achievement Priority 5: Student Engagement Priority 7: Course Access Priority 8: Other Student Outcomes | ELA & Math Costs associated with CAASPP Testing, EAP & CAHSEE testing. Costs associated with PSAT/SAT Waivers. Costs for Reading Assessments Costs for literacy & numeracy assessments | | | | | |
| GOAL #1: Students will have equitable access to rigorous, well-rounded, standards-aligned curricula, by | Priority 1: Basic Services Priority 2: Implementation of Common Core State Standards Priority 4: Student Achievement | Costs associated with Special Education Program: Resource/ Educational Specialist, Instructional Assistants, supplemental curricular & | LEA-wide | | Special Ed and LCFF base funding \$250K for total Special Education Services | Special Ed and LCFF base funding \$265K for total Special Education Services | Special Ed and LCFF base funding \$280K for total Special Education Services |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|--|--|---|---|---|--|--|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| highly qualified teachers, that assures readiness for a full-range of post-graduation options | Priority 5: Student Engagement Priority 7: Course Access Priority 8: Other Student Outcomes | instructional materials, psychologist, etc. | | | | | |
| Goal #2: Teachers will receive professional development on research-based strategies, CCSS ELA & ELD frameworks to improve EL attainment of English proficiency while mastering content | Priority 1: Basic Services Priority 2: Implementation of Common Core State Standards Priority 4: Student Achievement Priority 5: Student Engagement | Cost for Professional Development on: <ul style="list-style-type: none"> • CCSS Math, History, Science • Common Core Assessments • Webb's Depth of Knowledge • Improving literacy instruction • Career Pathways • STEM: Math & Science • AP Courses | LEA-wide | | LCFF Supplemental and Concentration funding \$5K | LCFF Supplemental and Concentration funding \$7K | LCFF Supplemental and Concentration funding \$8K |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|--|--|---|---|--|---|-----------------|-----------------|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | <ul style="list-style-type: none"> • Leveled Libraries • Understanding Assessment (Reading, diagnostics, benchmark, CAAASPP) | | | | | |
| GOAL #3: Increase resources and services to improve parent involvement and provide input opportunities | Priority 2: Implementation of the Common Core State Standards Priority 3: Parental Involvement Priority 4: Student Achievement Priority 5: Student Engagement Priority 6: School Climate | Costs for hosting 2 volunteer related events for parent outreach. Costs for hosting parent workshops on: <ul style="list-style-type: none"> • Common Core ELA & Math • Common Core assessments • Parent orientation • College & Career • Back to school Night Costs for hosting | LEA-wide | | | | |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|--|--|---|---|--|---|--|--|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | <p>quarterly social w/the Director to discuss school wide issues & Padres Comprometidos (2015-2017)</p> <p>Costs for developing a strategic plan to increase parent and community involvement</p> <p>Costs for administering annual parent survey</p> | | | LCFF Suppl. & Concent. Grant \$4,000 for expenses related to parent workshops, socials, strategic planning, and surveys | LCFF Suppl. & Concent. Grant \$4,500 for expenses related to parent workshops socials, strategic planning, and surveys | LCFF Suppl. & Concent. Grant 5,000 for expenses related to parent workshops socials, strategic planning, and surveys |
| GOAL #4: Continue to develop an infrastructure for ongoing | Priority 4: Student Achievement Priority 5: | Costs for developing a strategic plan to strengthen the school's | LEA-wide | | LCFF Suppl. & Concent. Grant \$2K for data assessment of pupils | LCFF Suppl. & Concent. Grant \$3K for data assessment of pupils | LCFF Suppl. & Concent. Grant \$4K for data assessment of pupils |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|--|---|---|---|--|---|--|--|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| analysis of student performance and progress by providing staff development & collaborative learning time | Student Engagement Priority 6: School Climate Priority 8: Other Student Outcomes | infrastructure and method of implementing, collecting, disaggregating, and analyzing student achievement data. Cost for Data Analyst to input data and present to stakeholders Costs for assessing intervention programs. | | | LCFF Suppl. & Concent. Grant \$5K for data analyst LCFF Suppl. & Concent. Grant \$1K for program assessment | LCFF Suppl. & Concent. Grant \$6K for data analyst LCFF Suppl. & Concent. Grant \$1K for program assessment | LCFF Suppl. & Concent. Grant \$7K for data analyst LCFF Suppl. & Concent. Grant \$1K for program assessment |
| GOAL #4: Continue to develop an infrastructure for ongoing analysis of student performance and progress by providing staff | Priority 4: Student Achievement Priority 5: Student Engagement Priority 6: School Climate | Costs for staff to review, analyze, and disaggregate student achievement data during staff development time. Costs for orientation for students to review, | LEA-wide | | LCFF Suppl. & Concent. Grant \$5K for staff and student self-assessments and reviews | LCFF Suppl. & Concent. Grant \$6K for staff and student self-assessments and reviews | LCFF Suppl. & Concent. Grant \$7K for staff and student self-assessments and reviews |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|--|---|---|---|--|---|--|--|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| development & collaborative learning time | Priority 8: Other Student Outcomes | and monitor their own achievement data | | | | | |
| GOAL #5: Engage the entire school community in a positive, nurturing and inviting school climate with high, clear expectations for success and support when required | Priority 4: Student Achievement Priority 5: Student Engagement Priority 6: School Climate | Costs for Restorative Practice Training for entire staff for school wide implementation to improve school climate, increase student attendance, and create a Culture of Learning and Accountability Costs for staff time to attend Restorative Practice Training workshops | | | LCFF Base funding \$10K to support development of school climate and culture | LCFF Base funding \$10K to support development of school climate and culture | LCFF Base funding \$10K to support development of school climate and culture |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|--|--|--|---|--|---|---|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| GOAL #5: Engage the entire school community in a positive, nurturing and inviting school climate with high, clear expectations for success and support when required | Priority 4: Student Achievement | Costs for providing CAHSEE 9-week course in order to increase CAHSEE passing rates | LEA-wide | | LCFF Suppl. & Concent. Grant 15K for CAHSEE courses | LCFF Suppl. & Concent. Grant \$17K for CAHSEE courses | LCFF Suppl. & Concent. Grant \$20K for CAHSEE courses |
| | Priority 5: Student Engagement | Costs for hosting Student Led Conferences and Showcase Presentations each quarter | | | LCFF Base funding \$1K for student conferences and showcase | LCFF Base funding \$1K for student conferences and showcase | LCFF Base funding \$1K for student conferences and showcase |
| | Priority 6: School Climate | Costs for administering CAHSEE Assessments | | | LCFF Base funding \$2K for CAHSEE admin | LCFF Suppl. & Concent. Grant \$3K for CAHSEE admin | LCFF Suppl. & Concent. Grant \$5K for CAHSEE admin |
| | | Costs for PSAT/SAT waivers | | | LCFF Base funding \$1K PSAT/SAT waivers | LCFF Base funding \$2K PSAT/SAT waivers | LCFF Base funding \$3K PSAT/SAT waivers |
| | | Costs for PSAT/SAT Prep Workshops | | | | | |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|--|--|--|---|--|---|---|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| GOAL #5: Engage the entire school community in a positive, nurturing and inviting school climate with high, clear expectations for success and support when required | Priority 4: Student Achievement | Costs for developing policies & procedures that support the school's program and student achievement including: | LEA-wide | | LCFF Suppl. & Concent. Grant funding \$1K for expenses related to developing policies and procedures. | LCFF Suppl. & Concent. Grant funding \$1K for expenses related to developing and maintaining policies and procedures. | LCFF Suppl. & Concent. Grant funding \$1K for expenses related to developing and maintaining policies and procedures. |
| | Priority 5: Student Engagement | <ul style="list-style-type: none"> • Code of Conduct • Behavior Policy • Bullying Policy • Attendance Policy • Suspension Policy • Graduation Requirements | | | | | |
| | Priority 6: School Climate | Costs for full-time Attendance Assessment Coordinator to conduct home visits, follow-up on attendance, truancy, meet w/parents and | | | LCFF Suppl. & Concent. Grant \$30K for Assessment Coordinator | LCFF Suppl. & Concent. Grant \$35K for Assessment Coordinator | LCFF Suppl. & Concent. Grant \$40K for Assessment Coordinator |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|--|---|--|---|---|---|--|--|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | students, etc. | | | | | |
| GOAL #5: Engage the entire school community in a positive, nurturing and inviting school climate with high, clear expectations for success and support when required | Priority 4: Student Achievement Priority 5: Student Engagement Priority 6: School Climate | Costs for Fieldtrips to Colleges/ Universities Costs for hosting school wide recognition assemblies & student awards | LEA-wide | | LCFF Suppl. & Concent. Grant \$15K for fieldtrips and assemblies | LCFF Suppl. & Concent. Grant \$17K for fieldtrips and assemblies | LCFF Suppl. & Concent. Grant \$20K for fieldtrips and assemblies |
| GOAL #5: Engage the entire school community in a positive, nurturing and inviting school climate with high, clear expectations for success and support | Priority 4: Student Achievement Priority 5: Student Engagement Priority 6: School Climate | Costs for Doctoral Candidate intern to provide mental health services Costs for providing office space for Southbay Community Services to provide group counseling, individualized counseling, drug | LEA-wide | | Special Ed & LCFF Suppl. & Concent. Grant And \$7K for intern | Special Ed & LCFF Suppl. & Concent. Grant And \$10K for intern | Special Ed & LCFF Suppl. & Concent. Grant And \$15K for intern |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|--|---|--|---|--|--|--|--|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| when required | | and alcohol prevention and counseling; anger management on site | | | | | |
| GOAL #5: Engage the entire school community in a positive, nurturing and inviting school climate with high, clear expectations for success and support when required | Priority 4: Student Achievement Priority 5: Student Engagement Priority 6: School Climate | Identify low performing students for academic intervention during SST Meetings Costs for providing targeted academic intervention | LEA-wide | | LCFF Suppl. & Concent. Grant and Title I funding \$1K LCFF Suppl. & Concent. Grant and Title I funding \$50K for expenses related to academic interventions for low performing pupils. Includes salaries, services, and materials | LCFF Suppl. & Concent. Grant and Title I funding \$1.5K LCFF Suppl. & Concent. Grant and Title I funding \$75K for expenses related to academic interventions for low performing pupils. Includes salaries, services, and materials | LCFF Suppl. & Concent. Grant and Title I funding \$2.5K LCFF Suppl. & Concent. Grant and Title I funding \$90K for expenses related to academic interventions for low performing pupils. Includes salaries, services, and materials |

- B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

| Goal (Include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|---|--------------------------------------|---|--|---|----------------------------|----------------------------|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | For low income pupils: | | | | | |
| GOAL #1: Students will have equitable access to rigorous, well-rounded, standards-aligned curricula, by highly qualified teachers, that assures readiness for a full-range of post-graduation | Priority 1: Basic Services Priority 2: Implementation of Common Core State Standards Priority 4: Student Achievement Priority 5: Student Engagement Priority 7: Course Access | Costs for providing PSAT/SAT Waivers | LEA-wide | | Title I \$1K for waivers | Title I \$1.5K for waivers | Title I \$2.5K for waivers |

| Goal (Include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|--|--|---|---|---|---|--|--|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| options | Priority 8: Other Student Outcomes | | | | | | |
| GOAL #5: Engage the entire school community in a positive, nurturing and inviting school climate with high, clear expectations for success and support when required | Priority 4: Student Achievement Priority 5: Student Engagement Priority 6: School Climate | Costs for providing targeted academic intervention | LEA-wide | | LCFF Suppl. & Concent. Grant and Title I funding \$75K for expenses related to academic interventions. Includes salaries, services, and materials | LCFF Suppl. & Concent. Grant and Title I funding \$100K for expenses related to academic interventions. Includes salaries, services, and materials | LCFF Suppl. & Concent. Grant and Title I funding \$175K for expenses related to academic interventions. Includes salaries, services, and materials |
| | | For English learners: | | | | | |
| Goal #2: Teachers will receive professional development on research-based strategies, CCSS ELA & | Priority 1: Basic Services Priority 2: Implementation of Common Core State Standards Priority 4: | Costs associated with Professional Development on CCSS ELA & ELD Framework, interpreting CELDT results & supporting ELL's academically. | LEA-wide | | | | |

| Goal (Include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|--|---|--|---|--|---|---|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| ELD frameworks to improve EL attainment of English proficiency while mastering content | Student Achievement Priority 5: Student Engagement | Costs for purchasing Reading assessments for EL's. Costs for CELDT Coordinator. | | | Title III funding and LCFF Base funding \$20K for support of ELL program. | Title III funding and LCFF Base funding \$23K for support of ELL program. | Title III funding and LCFF Base funding \$25K for support of ELL program |
| | | For foster youth: | | | | | |
| GOAL #5: Engage the entire school community in a positive, nurturing and inviting school climate with high, clear expectations for success and support when required | Priority 4: Student Achievement Priority 5: Student Engagement Priority 6: School Climate | Costs for providing targeted academic intervention | LEA-wide | | LCFF Suppl. & Concent. Grant funding \$10K for expenses related to academic interventions for fosters. Includes salaries, services, and materials | LCFF Suppl. & Concent. Grant funding \$12K for expenses related to academic interventions for fosters. Includes salaries, services, and materials | LCFF Suppl. & Concent. Grant funding \$13K for expenses related to academic interventions for fosters. Includes salaries, services, and materials |
| GOAL #5: Engage the entire school | Priority 4: Student Achievement | Costs for Doctoral Candidate intern to provide mental | LEA-wide | | | | |

| Goal (Include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|--|--|--|---|--|---|--|--|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| community in a positive, nurturing and inviting school climate with high, clear expectations for success and support when required | Priority 5: Student Engagement Priority 6: School Climate | health services Costs for providing office space for Southbay Community Services to provide group counseling, individualized counseling, drug and alcohol prevention and counseling; anger management on site | | | LCFF Suppl. & Concent. Grant \$5K set aside for services | LCFF Suppl. & Concent. Grant \$7K set aside for services | LCFF Suppl. & Concent. Grant \$9K set aside for services |
| | | For redesignated fluent English proficient pupils: | | | | | |
| Goal #2: Teachers will receive professional development on research-based strategies, CCSS ELA & ELD frameworks to improve | Priority 1: Basic Services Priority 2: Implementation of Common Core State Standards Priority 4: Student Achievement | Costs associated with Professional Development on CCSS ELA & ELD Framework, interpreting CELDT results & supporting ELL's academically. Costs for purchasing | LEA-wide | | Title III and LCFF Base funding \$10K for support to the redesignated fluent English proficient pupils | Title III and LCFF Base funding \$12K for support to the redesignated fluent English proficient pupils | Title III and LCFF Base funding \$15K for support to the redesignated fluent English proficient pupils |

| Goal (Include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|--|---|---|---|--|---|-----------------|-----------------|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| EL attainment of English proficiency while mastering content | Priority 5: Student Engagement | Reading assessments for EL's. Costs for CELDT Coordinator. | | | | | |

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner

pupils:

MAAC Charter School projects to receive an increase in LCFF funding for 2014-15 of approximately **\$85,788** over the prior year (2013-14), attributed to supplemental and concentration grant (S&C) funding. The projected unduplicated count of low-income, English learners, and foster youth used for determining the 2020-21 target funding level is estimated to be 65.04% of the charter school's total CBEDs enrollment as of October 2, 2013.

The funds will be used to increase and expand services for English Learners, low-income students & foster youth. The services include:

- Costs for PSAT/SAT Waivers
- Targeted Professional Development
- Providing targeted academic intervention
- Purchase/implementing Reading Assessments
- Hiring Mental Health Professional/Intern
- Providing facility space for Southbay Community Services (counseling services)
- Providing CELDT Coordinator

- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

MAAC Charter school calculates that the percentage by which services for unduplicated pupils must be increased or improved compared to services for all pupils in the LCAP year is **8.39%**.

Students who are considered English Learners, low-income, and foster youth will receive services above what is being provided to the general student population. The services include:

- Costs for PSAT/SAT Waivers
- Targeted Professional Development
- Providing targeted academic intervention
- Purchase/implementing Reading Assessments
- Hiring Mental Health Professional/Intern
- Providing facility space for Southbay Community Services (counseling services)
- Providing CELDT Coordinator

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

MCCS SOLICITUD DE NUEVO ALUMNO

DATOS DEL ALUMNO

Nombre de alumno:

Fecha de Hoy:

Edad:

Fecha de nacimiento:

Número de identificación:

Ultima escuela:

Escuela de hogar:

Año escolar:

Créditos obtenidos:

Créditos que faltan:

Numero celular de alumno:

Email:

Nombre de Padre/tutor:

Email:

de teléfono del padre:

Lenguaje de casa.:

CUESTIONARIO

Quien te refirió a la escuela MAAC?

Office Comments

Haz sido alumno de la escuela MAAC anteriormente?

SI

NO

Tienes una copia de tu historial académico?

SI

NO

Tienes una petición de transferencia a MAAC?

SI

NO

Si no, puedes obtenerlo?

SI

NO

Tienes un plan de educación individual (IEP)?

SI

NO

Tienes un plan 504?

SI

NO

Haz tomado clases ELD?

SI

NO

Cual nivel?

Haz tenido problemas de asistencia?

SI

NO

Tienes un trabajo durante horas de escuela?

SI

NO

Eres madre o padre?

SI

NO

Haz tenido problemas de disciplina?

SI

NO

Haz sido suspendido o expulsado?

SI

NO

Estas en probación con la corte?

SI

NO

Haz estado en probación?

SI

NO

Si si, provee información

Oficial de probación:

tel:

Estas en algún programa de apoyo personal (consejerilla/abuso de sustancias, etc.) ?

SI

NO

Calificas para almuerzo gratis o reducido?

SI

NO

Si si, cuál?

GRATIS

REDUCIDO

Donde vives actualmente?

Con quien vives?

Si no es con tus padres, porque?

Como planeas llegar a la escuela?

INFORMACION ACADEMICA

Explica la(s) razón(es) por materias reprobadas:

Explica la(s) razón(es) por problemas de disciplina:

Qué tipo de apoyo necesitas para tener éxito en la escuela?

Quienes son los adultos que te ayudan?

MCCS SOLICITUD DE NUEVO ALUMNO

INFORMACION ACADEMICA CONTINUADA

Cuáles son tus metas después de la preparatoria?

Cuáles son tus aspiraciones de carreras?

Necesitas algún apoyo adicional (terapia, consejería, clases de alcohol o drogas, programa cesar de fumar o clases para controlar la ira)?

Si si, tienes aseguranza medica? Que tipo?

Por favor explica porque quieres asistir a la escuela MAAC y de que forma puedes contribuir a esta escuela.

TODO LO ANTERIOR ES VERDAD Y EXACTO

Firma del alumno

fecha

Firma del padre/tutor

fecha

| | | | |
|--|-----------------------|--------------------------------------|---|
| Interviewer: | | Approval: Y N | |
| REG | ELD IEP IS 504 | MFT McAlister | Bus Pass Eligible: Y N |
| McKinney-Vento: # people in home: | | Living jointly? Y N | |
| Foster | Homeless | Temp-Unsheltered | Temp-In Sheltered Temp-Double Up |
| Credit Information: Total Earned: Needed: GPA: #Passed: #Failed: Total Attempted: | | | |
| CAHSEE ELA Passed Y N Score: | | CAHSEE Math Passed Y N Score: | |
| | | | |

Comments:

Notes:

MAAC Community Charter School (MCCS) Introductory Interview

PROSPECTIVE STUDENT INFORMATION

PROGRAM (CIRCLE ONE): MCCS MCCS YOUTHBUILD

Student Name:

Today's Date:

Age:

Birthdate:

Student ID:

Last School:

Home School:

Grade Level:

Credits Earned:

Credits Needed:

Student cell number:

Email:

Parent/ Guardian Name:

Email:

Parent Phone #:

Home/ Native Lang.:

STUDENT QUESTIONNAIRE (CIRCLE OR WRITE IN)

OFFICE COMMENTS

Who told you about or referred you to MCCS?

Have you been a student at MCCS before?

YES

NO

Do you have a copy of your transcript?

YES

NO

Do you have a Transfer Request to MAAC?

YES

NO

If not, can you get one?

YES

NO

Do you have an IEP?

YES

NO

Do you have a 504 plan?

YES

NO

Are you in ELD?

YES

NO

What Level?

Have you ever had attendance problems?

YES

NO

Do you have a job during school hours?

YES

NO

Are you a parent?

YES

NO

Have you ever had discipline problems?

YES

NO

Have you ever been suspended/expelled?

YES

NO

Are you currently on probation?

YES

NO

Have you ever been on probation?

YES

NO

If yes, provide info.

Probation Officer:

Phone #

Are you in any type of support program
(counseling/substance abuse, etc) ?

YES

NO

Do you qualify for free or reduced lunch?

YES

NO

If yes, which one?

FREE

REDUCED

Where do you live now?

Who do you live with?

If not with parents, why?

How do you plan to get to school?

ACADEMIC INFORMATION

Please explain any reasons for failing grades:

Please explain any discipline issues:

What kind of support do you need in order to succeed in school?

Who are the adults that are helping you?

MAAC Community Charter School (MCCS) Introductory Interview

FOR YouthBuild: Describe your ability to complete coursework independently

ACADEMIC INFORMATION CONTINUED

What are your plans after high school?

What are your career aspirations?

Do you need any additional support (therapy, counseling, drug & alcohol classes, smoking cessation, and anger management)?

If yes, do you have medical insurance? What type?

Please explain why you want to come to MAAC Community Charter School, or MCCS YouthBuild, AND how you can contribute to the school.

CONFIDENTIAL

ALL OF THE ABOVE IS TRUE AND ACCURATE

Signature of applicant

Date

Signature of parent/guardian

Date

| | | | | | | | |
|--|-----------------|-------------------------|---------------------------|-------------------------------|-----------------|------------------|----------------------------------|
| Interviewer: | | | | Approval: Y N | | | |
| MCCS YB | ELD | IEP | IS | 504 | MFT | McAlister | Bus Pass Eligible: Y N |
| McKinney-Vento: # people in home: | | | | Living jointly? Y N | | | |
| Foster | Homeless | Temp-Unsheltered | Temp-In Sheltered | Temp-Double Up | | | |
| Credit Information | | Total Earned: | Needed: | GPA: | #Passed: | #Failed: | Total Attempted: |
| CAHSEE ELA Passed | Y N | Score: | CAHSEE Math Passed | Y N | Score: | | |

Comments/Notes: _____

MCCS School Wide Expectations

| | Be Responsible | Be Respectful | Be Safe <i>(Admin)</i> |
|--------------|--|---|--|
| Potential | Attend school daily on time, and stay in class | Use appropriate language towards peers & adults | Use appropriate language towards staff |
| Ownership | Seek clarification of concepts and tasks | Use appropriate actions towards peers, staff, class and materials | Notify staff when a friend, school or I am in danger |
| Wisdom | Take care of basic needs before class. | Support learning in the classroom | Resolve conflicts in a peaceful manner |
| Expectations | Be on task and complete assignments | Collaborative w others | Drug free |
| Respect | Act ethically with academic integrity | Act honestly and fairly | Accept diversity |

Teacher Action Log

Student Name:

Student Birthdate:

Period/Subject:

Session:

I. Proactive Classroom Techniques (circle on back of this sheet)

II. POWER Check In (Date conducted): _____

Strength:

Student Action addressed:

Plan (RJ/Agreements):

III. Teacher Collaboration (Date): _____

IV. Phone Call Home (date and time(s)): _____

V. Teacher and Student Mediation (date): _____

Agreements:

VI. Family Conference (date): _____

VII. Administrator Conference (date): _____

VIII. Suspension from Class (date): _____

Proactive Classroom Techniques

1. Seating Arrangements
2. In-class celebrations (Eagle Warrior Feathers)
3. Reminder of classroom/school expectations or agreements
4. Eye contact
5. Proximity
6. Silence
7. Quick check-ins, privately
8. Positive phone calls/emails home
9. Pro-active observations of behavior leading to
10. Informal check-ins
11. Classroom Expectations set together
12. Incentives (Feathers)
13. Relationships
14. Positive Reinforcement
15. Engaging lessons
16. Positive feedback
17. Exhibit work
18. Respectful
19. Forgiving
20. Clear process in class
21. Consistency
22. Positive body language
23. Ask for other staff to speak to student
24. Reading/Writing on SST
25. Home Visit
26. Classroom Visit
27. Peer Observations
28. Modeling
29. Greeting student
30. Welcoming

Name [nombre]: _____ Date [fecha]: _____ Period [Periodo]: _____

P.O.W.E.R. Check

[FORMULARIO DE JUSTICIA]

Administration Guidance (see back of paper) YES NO

[seguimiento de Administracion? (véase la parte posterior del papel) SÍ NO]

1. (Potential) Strength(s) student has shown, please give example:
2. What happened? [¿Qué fue lo que paso?] And why do you think this happened?
3. (Ownership) What actions did you take? [¿Qué medidas tomó usted?]
4. (Wisdom) Were all of your actions wise? Why or why not? [¿Sus acciones fueron sabias? ¿Porqué o porqué no?]
5. (Expectations) Are you meeting all classroom/school expectations agreed upon? If not, which one?
[¿Está cumpliendo todos los acuerdos de el aula? Si no es así, cual no está cumpliendo?]
6. (Respect) Who was affected by your actions? (Check all that apply.) [¿Quién fue afectado por sus acciones?
(Marque todo lo que aplique.)]
 - a. Myself [yo] _____
 - b. My neighbor(s) [Mi vecino(s)] _____
 - c. My group members [Los miembros de mi grupo] _____
 - d. The class [la clase] _____
 - e. My teacher [Mi maestro] _____
 - f. Other _____
7. How can this be avoided in the future? [¿Cómo se puede evitar esta situación en el futuro?]
8. What should be done to fix the impact you had on others? **(NOTE: Problem is not fixed by simply stating it won't happen again.)** [¿Qué vas a hacer para remediar el efecto que tus acciones tuvieron hacia los demás? (NOTA: Tu respuesta no puede ser solamente; "No lo voy a hacer otra vez")]

Please see Tommy, Ms. Soto, Pablo or Mrs. Rerucha to discuss your answers.

[Por favor, ver a Tommy, Soto, Pablo o la señora Rerucha para discutir sus respuestas.]

Administrator comments: *[Comentarios del administrador:]*

Administrator Signature *[Firma de Administrador]*

Date *[Fecha]*

| | Be Responsible | Be Respectful | Be Safe <i>(Admin)</i> |
|--------------|--|---|--|
| Potential | Attend school daily on time, and stay in class | Use appropriate language towards peers & adults | Use appropriate language towards staff |
| Ownership | Seek clarification of concepts and tasks | Use appropriate actions towards peers, staff, class and materials | Notify staff when a friend, school or I am in danger |
| Wisdom | Take care of basic needs before class. | Support learning in the classroom | Resolve conflicts in a peaceful manner |
| Expectations | Be on task and complete assignments | Collaborative w others | Drug free |
| Respect | Act ethically with academic integrity | Act honestly and fairly | Accept diversity |